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ABSTRACT

This document consists of a user's guide to flexible delivery of professional development activities aimed at teachers in Australia's system of vocational education and training and a collection of profiles and "snapshots" of successful flexible staff development programs and activities. The user's guide examines the following topics: redefining flexible delivery (roles involved in flexible delivery, some advantages of flexible learning); "practicing what we preach" (staff development for teachers, possible tools, networking, quality systems and process improvement); and determining the suitability of flexibility exercises (using the tools, addressing cultural and management issues). An annotated bibliography contains 55 courses and resources, websites and links, and publications. The profiles and "snapshots" section contains 26 profiles of flexible delivery programs and activities focusing on the following: changing attitudes and practices, extending training skills, leading edge strategies, and professional skills in resources and administration management. Appended is a practical analysis tool that was developed for use in an adult education bachelor of education program and called GLLADRAPPS (an acronym for the 11 elements of learning environments that can be manipulated to develop flexible and adaptive learning environments: grouping, location, learning strategies, attendance, dependency, resources, results, assessment, pace, purpose, and sequence). (MN)

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Why Use a Flexible Approach?

The vocational education and training sector is currently working towards supporting and implementing a national training framework, which promotes an industry-driven approach to training, and increased responsiveness by training organisations. This framework emphasises training packages which incorporate industry competency standards. Flexible delivery of training initiatives underpins the development of these packages. The stage is set for using flexible delivery skills in shaping up training.

Many examples exist of flexible delivery, in some form, within programs. However, when there are rapid changes, there is a sense of inertia or resistance in the face of change. With the traditional role of staff being challenged, you need to consider how to move more strategically. You need to lead from the front rather than react to changes imposed on the system, your training provider or workplace, and your classes.

There are strategic advantages in taking on flexible learning as your approach. In general terms, you are able to display responsiveness to industry or client needs. You are also able to change your resourcing so that it matches the learning styles and learner profiles you are dealing with.

How does this relate to staff development? Flexible delivery is double-edged. Not only does it put pressure on to whom, how, where, when and what you deliver, but it also shifts the focus onto your own skill set and how it can be extended. Look at **Snapshot 19**, where teachers experienced how it felt to be a learner, faced by the dragon of technology. They attended the staff development because they knew they had skills gaps, even though they were not necessarily convinced that technology would fill that gap. In a professional manner, they were prepared to extend their own skills, and to test, as learners, the value of the tool.

So this resource has been developed in the context of flexibly delivered staff development—using flexible delivery as a tool which will possibly model what then happens for teachers and their learners.

Change is a part of what this resource is about. This resource looks at many examples of professional/staff development to help change attitudes or practices.

Extending training skills is also considered. Not only is flexible delivery now a part of a teacher's portfolio, but the teacher's skill set, too, is required to be flexible. There is also a section which describes approaches at *the leading edge*, people who enjoy the challenge of new ideas and wish to initiate left field ideas amongst their colleagues.

Resource and administration management is the bottom line, the ability to create the whole environment so that flexible delivery does not creak at its joints and become too difficult to implement.

This resource has compiled eight profiles of successful staff development initiatives, which are analysed in some detail in relation to positive outcomes and barriers to implementation, and eighteen snapshots of good practice. This resource acknowledges some excellent work, and hopes to motivate the reader to find out more about initiatives which could suit them.

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The profiles and snapshots have been selected after asking for examples from flexible delivery coordinators, state level personnel with responsibility for flexible learning and/or staff development, and change agents. They were selected on the basis of:

- diversity
- a range of grass roots initiatives
- responses to policy.

See the chart of areas of focus early in the User's Guide section for a more detailed analysis of their application to your particular issues.

Staff development is an investment in making flexible learning work within the system, at the grass roots level. Using good staff development initiatives is practising what the system preaches, sharing responsibility for a widely based attitude and environment of change.

Part One User's Guide

The User's Guide will provide you with some background material, summarised and annotated so that you can also refer to the profiles and snapshots which illustrate the material.

You may choose to use the Guide as a framework to provide context, or as a resource which gives you some quick answers to some urgent questions—such as, how do I implement flexible delivery models to fit into my schedule?

Part Two Profiles and Snapshots

The profiles and snapshots are given focus under four general headings:

- changing attitudes and practices
- extending training skills
- leading edge strategies
- professional skills in resources and administration management.

The profiles and snapshots provide a starting point—they are not intended to give you the complete details and complexity of the relevant model. If you find that there are some relevant details, you may wish to contact the person listed, or discuss with your action learning group how some of the projects can be modified.

Areas of Focus in the Profiles and Snapshots

The following chart enables you to check which profile(s) or snapshot(s) will be most immediately and directly applicable to you.

Don't forget they are already organised under the four major headings—this chart is just another way of indexing them as a ready reference for you.

Area of Focus ▾	Profile Snapshots																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
initial teaching training	✓				✓				✓			✓			✓	✓			✓							
induction	✓			✓	✓										✓			✓							✓	✓
using technology tools	✓	✓	✓	✓	✓	✓	✓							✓					✓		✓		✓	✓	✓	✓
acquiring qualification/certification	✓	✓			✓							✓		✓	✓	✓										
teamwork	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓
action learning groups	✓		✓	✓		✓		✓		✓	✓	✓		✓						✓				✓		
mentoring	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
time constraints	✓	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓		✓		✓		✓	✓	✓		✓	✓
distance constraints		✓	✓	✓	✓	✓			✓			✓	✓	✓			✓		✓		✓	✓	✓		✓	✓
broadening skills/new skills for new times	✓		✓		✓	✓		✓		✓	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓	
networking		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	
specific skills for specific issues	✓	✓			✓			✓	✓		✓	✓	✓				✓	✓	✓	✓	✓			✓		

Part One

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A. Bending and Stretching—Flexibility to Fit?

Traditional learning means the emphasis is often on teacher-centred, face-to-face instruction. The teacher has a very large responsibility for selecting what, where, when and how students will learn. Students often view the teacher as totally responsible for their learning performance.

Open learning is the philosophy behind non-traditional approaches to learning. It places emphasis on:

access: offering courses at times and places that suit the learner, and removing restrictions and barriers

focus on the learner: providing opportunities to suit the individual learner, and giving learners more control over the pace and style of their learning.

Flexible delivery describes the strategies which achieve the ideals underpinning the open learning philosophy. However, it has increasingly become the key terminology relating to a deregulated training market and training packages, with flexible delivery more or less an expectation.

"Flexible delivery is an approach to vocational education and training which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, interests and needs, and variations in learning opportunities.

Flexible delivery focuses on:

- improving access for all clients
- producing informed clients capable of exercising effective choices about learning
- developing effective client/provider relationships
- quality assurance to maintain currency
- facilitating an effective training market
- supporting competency based education and training
- using technology appropriately and effectively
- developing and adopting efficient and equitable resource allocation models
- developing staff with new competencies."

(National Flexible Delivery Taskforce 1996, Final Report, ANTA, Brisbane)

Implementing open or flexible learning, or, put more simply, opening up learning, requires consideration of:

- who is the learner
- what they can learn
- when they can learn
- where they can learn
- how they can learn.

Think of yourself as the learner and consider the five aspects as they apply to your own learning:

Who?
Any learner can be involved in flexible delivery. You may have previous experience which can contribute to the pace of the course you wish to complete (recognition of prior learning). Or you may have a need for a certification or qualification or may be looking for specific skills.

What?
There's a variety of factors to look at here—which course, how the course is structured, what effect past qualifications and experience will have on completion. You should look for the best learning pathways.

When?
Courses generally have fixed times for starting. However there are several approaches which may suit your personal needs and work arrangements better. One of these is the possibility of self-paced study, which has an emphasis on study guides, learning resources and home-based facilities. Another is the use of workplace-based projects. Once you put your mind to it, the possibilities are endless!

Where?
There are on-campus alternatives, off-campus with use of Learners' Resource Centres, open learning using teleconferencing and other electronic links. Once more, there are many variables in the flexible delivery options. What about working from home? Or the workplace, where you may have the support of a mentor?

How?
You may attend formal classes, or work independently. One of the strongest methods of learning is through group activities and peer support, and of course the resources and technology tools ensure you can pick and choose successfully.

A course may be flexible in one or several of the above aspects. It may use flexibility in:

- delivery approaches
- teaching and learning methods
- learning materials
- technologies
- learner support systems
- flexible assessment strategies and recognition of prior learning (RPL).

Role of the teacher or trainer

This role will be to guide and support learners through their learning experience. The teacher should pass responsibility to the student to participate in and complete the learning process. In fact, there are several words being used to describe this resourcing role—one of the most common is facilitator. Using flexible learning, the teacher is no longer central to the passing on of information, but to the resourcing of the learner, who will then research and absorb the information. Thus the teacher's role as a facilitator requires:

- skills in managing a range of people
- a broad knowledge of how to resource flexible delivery
- flexibility in responding to the learner's needs
- the ability to work with the organisation to the betterment of the learner's development.

This is a marked change of focus from traditional classroom delivery, and it is vital for the teacher to understand the philosophical underpinning of any training or educational initiative. Otherwise the flexible delivery model will not match the requirements of that initiative. This was particularly applicable to the setting up of the induction program in **Snapshot 15**. Here the facilitator was very much aware of:

- the range of backgrounds of the learners
- their varying expertise
- the immediacy of their need for support in delivery.

This was balanced by the need to inform their actions in the longer term, for better training delivery.

Role of the learner

There needs to be a quantum shift in considering how people learn. Think of yourself and your particular learning style, and how you would react to some forms of flexible delivery. Consider **Profile 4**, a whole department of Electronics and Information Technology teachers who were prepared to move the department away from teacher-centred to learner-centred approaches. They worked in an action learning group, finding the process both valuable and frustrating, but that frustration has been balanced by being able to analyse how much they have learnt and achieved through the process.

There are specific needs and approaches for people who are in the workplace. Look at the following, and consider how much each applies to how you learn:

- people are curious to know how other people work
- people in the workplace learn when they are motivated to achieve something
- people in the workplace will learn more easily if the learning is geared to a current organisational situation that is significant to them
- people in the workplace prefer to learn from real experiences rather than theoretical discussion
- risk taking encourages learning
- self managed approaches to learning encourage strong involvement and high energy
- employed people usually identify work related tasks, projects and problems, not training room experiences when asked to recall their most significant learning experiences.

(National Staff Development Committee. *Action Learning in Vocational Education and Training. **A Guide to Action Learning***. May 1995)

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Administrative/support staff and systems

As teaching moves towards facilitation, there are many vital resource support roles within flexible delivery.

One of these is the setting up, maintenance and day-to-day administration of the program being delivered. This role requires clear procedures and communication skills, and a supportive environment for the learner. There should be:

- clear communication
- an early response to any difficulties
- ongoing troubleshooting.

Support starts even before the students come into contact with the systems of the enrolling organisation, when they are making choices on which programs will best suit them. Public relations and marketing, at the setting up stage, should ensure that the student starts off with a clear framework and destination. **Snapshot 26** illustrates how this framework is vital in remote areas, where the teachers take on the liaison role for administrative processes.

Another role is the maintenance of the resources themselves. There are many resources to juggle in this method of delivery—electronic communication, audio-visual, print-based and computer-aligned presentations. See **Snapshot 5**, an outline of the multi-layered approach by Open Training Services to resourcing flexible delivery. In **Profile 2**, Listening for Literacy, the audioconferencing technician has reduced frustrations with phone links and is able to respond individually to learners at those points in between tutor contacts.

A third role is the up-to-date provision of a state-wide network, linking resource centres and maintaining clear communication links and responsiveness. Such an example is **Snapshot 25**, where LEARN has taken on a motivating role, as well as information resourcing. LEARN provides a statistical basis of resource usage which is valuable in costing and planning flexible delivery.

Role of the manager/team leader/coordinator

There needs to be a driver or motivator, who can resource the flexible delivery approach. This may need a creative approach to staff development, or budgetary support for the development of initiatives.

There are many different people throughout the profiles and snapshots who took on this role. They differed in their positions within their organisations, their specified roles as change agents or maintainers, and their perceptions of what flexible delivery was. But they were similar in their belief in the people working with them, and their support for teachers moving towards new ideas. In **Profile 21**, the change agent/coordinator set up the presentation of the seminar series to the public, but took it that step further to acknowledge the vital role and staff development needs of OTEN staff. She ensured that staff had an identical seminar program, so that they were receptive to the elements of change being presented in the rapidly changing area of technology communication.

Without the support of management, and the inspiration of the driver, many flexible delivery initiatives have floundered between a rock and a hard place.

Role of the mentor/coach

When an initiative has moved away from a traditional classroom environment, the learner needs support. It is possible that as learners become more familiar with flexible delivery modes, they will be more relaxed with independent learning and individual responsibility for learning. However, an expert friend or peer will enrich the experience of the learner in a primary sense, working with the learner in the workplace so that all learning has practical applications. The role of the mentor or coach requires strong communication skills and expert knowledge in a specific area. A very good example of this is in **Snapshot 18**, shadowing the expert workplace teacher.

Consider your own staff development needs. How do you want to fill in a **skills gap**? You will be looking for something easy to access, which doesn't give too many problems of distance. Look at **Profile 3** for a way to break down the distance barrier.

Another issue is **timelines.** Staff development isn't usually planned too far ahead. The need is there, the program needs to be completed quickly. There is often a sense of urgency in preparing for the next learning cycle! So something which fills the gap quickly and flexibly is of tremendous support to the teacher or trainer.

Sessional or casual staff have just as much concern for effectively delivered staff development, and need to be committed to a flexible delivery approach. If you can access a self-paced program, or complete a module online, you will feel more a part of the team.

Teachers or trainers like to learn in a **practical** way—using workplace projects is very effective, as in **Snapshot 14**. Flexible learning encourages using past experience, getting the learner to take responsibility for learning, and working within a group in a cooperative style. **Snapshot 6 develops this further** with an investigation of just how education and training has been affected by flexible learning principles, and how these can be discussed and shared.

As an individual, there are many positive aspects of flexible delivery which you can apply to your staff development needs. Some outcomes include:

- learning 'how to learn'
- discovering your preferred learning style
- taking more responsibility in the planning and management of your learning
- working more closely with a teacher to plan your learning
- being able to vary the time you spend learning
- being able to juggle the responsibilities of family and work with study
- having the opportunity to start and finish courses at any time throughout the year
- fast tracking your learning and finishing it early
- not having to attend full-time, face-to-face classes
- being able to study in a more relaxed and enjoyable environment
- receiving peer support from other learners.

All these outcomes can be a part of being treated as an autonomous learner, or in other words, being an active participant in the learning. There are times during the process when you may not feel like completing the work, or you may be anxious about how you will be assessed. It's a matter of motivation, and taking responsibility for your learning.

Many of the profiles and snapshots outline the barriers participants faced, or the problem that had to be solved, and between them, demonstrate a wide range of approaches to those barriers. For the people who completed these activities, there is a sense of having learnt something applied to their own workplace.

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B. Practising What We Preach

Staff Development for Teachers

This resource, in discussing flexible delivery within the vocational education and training system, has kept focus on staff development needs and some models illustrating the versatility with which these can be met.

- It is important to note several features which are central to flexibly delivered staff development:
- the organisational strategy needs to be linked to the principles of adult learning and flexible delivery, and staff development to resource these. Look at **Profile 4**, where the provider has a very strong vision for flexible delivery.
- individuals will be able to move from staff development which is solely in the context of their needs, to a staff development initiative which can support their career paths within VET and increased flexibility of skills. **Profile 22** explores how leadership can be developed strategically.
- flexibly delivered staff development can model good practice in the teaching department or workplace training. There are many examples of this in the profiles and snapshots, as in **Profile 12**, which has set up a virtual staff college environment.

Possible Tools

Information and communication technologies

Learning delivery is being revolutionised by the development of new information technology and communication systems. Teachers will need to upgrade skills so that they can participate actively in the new and more flexible ways of learning promised by the mix of computers, communications, entertainment, media and publishing. The technologies which will help to drive these ways of learning include computerisation, multimedia, cable TV and satellite transmission.

Multimedia simply means using more than one medium for communication. By common usage, it has now come to mean both the content and form of the communication. Multimedia really implies the use of computer based technology, because computers can integrate the various presentation media such as text, still graphics, audio and video. Multimedia suits the learner because of the different ways we learn.

With the development of multimedia technology, the **internet** will become a multimedia environment. Materials will need to be suitable for use in online learning. Take a look at **Snapshot 19**, which explores how the learner first feels on confronting the information source of the internet. It is important to search out materials already developed in the educational market. Check out the web sites listed in Section D: Annotated Bibliography, to explore what's out there. Then you need to know how to network, both online and offline. For online networks, look at **Profile 3** and **Snapshot 25**, both aware of the need to encourage electronic communication.

Electronic communication includes use of the email, the internet and the World Wide Web. These can be used individually, so that the learner can research independently, or communicate one-on-one using email. There is also the possibility of chat groups, newsgroups and forums for sharing ideas and information.

You may like to investigate some of these areas further. One way is to contact the coordinator from **Profile 1**, which has a group of modules on Technology and Techniques. Or you may find it useful to check out a resource such as:

Javed, S. 1997 *Internet Guide for Literacy Teachers and Researchers*, Language Australia, Melbourne.

Some of the tools you may use include:

- internet services
  - placing learning resources online
  - publishing on the world wide web
  - network chats
- telecommunications tools
  - audioconferencing and videoconferencing
  - telephone/tutor links
  - fax
  - email

Communication technologies enhance the sending and receiving of information, and the ability of the senders and receivers to interact. This includes both broadcasting ie. sending from one to many, and the more individual communication mechanisms.

Information technologies give us increased capacity to compress, manipulate or 'value add' to information.

Action learning groups
One way to change approaches is to work through an action learning group and/or project, sometimes also referred to as an action learning set. There are several examples within the profiles and snapshots. Two of the most directly applicable are **Snapshot 10** and **Snapshot 14**.

An action learning group takes on a workplace project, and using problem solving and communication techniques looks for solutions to issues or problems involved in the completion of that project. There should also be provision for reflection on the process. Check out the Annotated Bibliography for references.

Learner-centred approaches
Learner-centred vocational education and training has strategic benefits, which will vary from organisation to organisation. Once you decide to establish a learner focus, then learners become central to all your decisions. Instead of developing and delivering initiatives and services in ways that are convenient for the organisation, you base your provision on the needs of the learners.

Now let's consider that from the viewpoint of you as the learner. This involves deciding where the control in a learning situation actually rests. For students on campus, as well as staff undertaking staff development, the teacher still needs to recognise that there are different learning styles, interests and needs which will require more than a single simple solution.

You may find it useful at this point to refer to **Snapshot 7**, Options that Grew. This highlights a very useful resource, Exploring Options, which could provide a tool for some background research on flexible learning.

The main aim in changing the focus to a learner-centred one is to consider how the learner is provided with meaningful choices. The learner's needs should drive the program, not the convenience of the organisation.

Individualised approaches to flexible delivery
Flexible delivery may not be your preferred option as a staff development approach. However, it can now be assumed that teachers need to rework their learning environments to become more flexible. You have a very strong set of skills in the training field—you just need to analyse what you are doing which works, and what may need changing.

Before you can consider your staff development needs and how you will approach them, you will find it extremely useful to look at your own delivery methods and teaching/training environment. For this purpose a practical tool has been included in Appendix A. The way it has been used as a staff development tool is described in **Snapshot 11**. It is one example only of how to approach the mindset of flexible delivery.

Before you look through the tool, you may find it useful to look first of all at what sorts of delivery models already exist. You may be surprised just how flexible the system and operations are already.

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Model	Description
Traditional delivery	Students are grouped into classes and attend in regular patterns with learning pace, sequence and methods moderated by the teacher/trainer. The teacher tends to be the prime information source.
Enrolment across training organisations	Enrolled in one subject at one provider, and other subjects at other providers—normally because of insufficient student numbers or lack of facilities
Intensive time release	Variation on traditional delivery, attendance in blocks of time (eg. a five day block every 6 weeks)
Top-up of mainstream classes	Individual student/s join a mainstream class to top up class numbers. The top-up student/s may be studying another subject using resource based learning
Composite class groups	The group includes students studying different subjects/modules but they may not necessarily be self-paced.
On-campus self paced in course specific learning or generic learning centre	No classes. Students book into the learning centre at regular times and work through computer or print based resource packages with a high level of teacher support, either from content experts or generalist teachers.
Mixed mode delivery	Students use resource packages to work in distance learning mode combined with less frequent but regular attendances on campus.
Distance learning	Students use resource packages to learn off-campus. Support and feedback is provided via phone, fax, mail or email from staff at enrolling organisation/campus.
Online learning	Students participate in a network or URL link which enables printed or specifically designed materials to be accessed from the web. Similar to distance learning, but requires resourcing of the web site and troubleshooting related to student technology issues
Off-campus delivery with support through local training organisation	Students use resource packages to work in distance learning mode combined with support via phone, fax or email from staff at local training organisation. May include on-campus tutorials.
Workplace managed and/or mentored learning	Students enrol with Registered Training Organisations (RTOs) but the employer is the training/learning provider with tutorial and assessment support from RTOs.
Workplace/on-job delivery	RTOs deliver both training and assessment in the workplace.
Workplace/on-job assessment	RTOs does assessment in the workplace (regardless of where or by whom the learning/training is provided).
Recognition/(RPL/RCC) leading to a negotiated individual program	Due to high level of recognition, the student is able to negotiate a modified, individualised program of learning to fill in their learning gaps for either a single subject/module or for a course or stage of a course.
Open learning	Access via an RTO for enrolment with a full package of mixed media resources which contains all content and support required. Totally open entry and exit points. A high level of technology support for the student is required.
Action learning group	Group is given a problem to solve, and strategies to help the group operate effectively. The group develops an action plan, which includes measurable outcomes.

It is possible to use one of the above programs/models as a base, to adapt various elements of whatever you are doing so that you provide maximum benefit for the learners within the constraints of the training organisation.

It is really important to emphasise that there is no one way to deliver a program successfully. It depends on the needs of the learner, the facilities and resources available, and the curriculum content and structure. It is not a case of traditional versus flexible—but of learning in the most appropriate manner for the circumstances.

Networks

Networking is an important strategy in promoting flexibility in meeting the needs of clients, the learners. Networking may be personal and direct, or it may include online networks such as **Profile 3** and **Snapshot 25**.

Benefits include:

- opportunities to share specific skills and talents
- opportunities to meet specific needs requiring national delivery
- development of strategies to extend flexible learning systems in industry
- the fostering of resource sharing
- breaking down sectorial barriers to collaboration
- promoting innovation and ideas/models of good practice.

Framing the Future is an initiative which has set up an extensive staff development network to inform staff of training reform and to support action learning. You may be interested to look at its use in **Snapshot 10**, the BlueLine Laundry.

Quality Systems and Process Improvement

Quality assurance of initiatives works not only at the national level, but also locally, and is vital to the successful implementation of flexible delivery, which requires consistency of initiatives and administrative management. Thus it is important to maintain good induction programs (see **Snapshot 26**) and to review flexible delivery approaches to ensure they are what the learner wants. Evaluation, both summative and formative, should be integrated into flexible delivery.

C. Flexibility Exercises—Do They Suit You?

The next step is to decide where to go. You've accepted the concept of flexible delivery—you might almost be a convert!—and you are eager to get your teeth into something. First of all, how do you use the tools we've talked about?

Using the Tools

One of the tools used very often in the profiles and snapshots was the action learning set or group.

After having identified the issue or problem, the group develops its own action plan and strategies for implementation of solutions, as in **Profile 4**. One of the most useful approaches to setting up action learning groups is to look at the materials available from the Australian National Training Authority, in the Annotated Bibliography resources, Action Learning in Vocational Education and Training.

Action learning is cyclic, incorporating planning, acting, observing and reflecting. It is usually composed of:

- the project—a specific issue or problem which must be relevant to the workplace
- the set or group—usually five to eight people who share the same problem and are interested in solving it
- the process—incorporates an action learning plan and reflection journal, so that all parts of the cycle are covered.

Another tool is the network, whether it be online or through newsletters, local meetings or simply word-of-mouth. **Snapshot 7** demonstrates the use of an online network, but it also required the support of workshops, a conference and a series of newsletters.

You may wish to set up a network yourself. If you do it electronically, you will find it useful to check out the profiles and snapshots relevant to that. There is also a fairly detailed list of web sites in Section D to give you an idea of what's already available. **Snapshot 23** outlines how a network is trying to keep a group informed about current software. The other method is to use email—there are many contacts listed in this resource book, you may wish to try conversing electronically with them.

GLLADRRAPPS or a similar locally adjusted approach will work well with people looking for a practical solution to specific issues, but being put into the position of considering the broader implications of their issues. Look at **Snapshot 11** for how it was used.

One of the most important aspects of tools such as this one is the facilitator. Sometimes it is useful to get someone in from outside the group, someone who can be more of an observer. The key is to move the group from looking at fine detail, to getting the bigger picture.

Self-paced resources, such as EPIFLO in **Profile 1** and the smorgasbord of **Snapshot 5** provide access to further qualifications. They may use action learning, mentoring and tutoring, or self-paced materials with electronic support—the end result can be credit towards a qualification which keeps the learner motivated to continue on what can sometimes be a rather lonely and long trip.

None of these tools is the total answer, because flexible learning provides for the breadth of approaches to lifelong learning, not just stop-gap or temporary measures.

Flexible delivery provides an opportunity to expand the culture of the organisation, as it encourages diversity and creativity in approaches to learning. It also provides the client or customer with a recognisable, consistent and responsive product, so that the organisation will get repeat business. In the current climate, education and training providers need to work very hard to maintain their reputations for a quality product.

The roles of the management team of the organisation and the leader who drives the implementation cannot be overestimated. Where flexible staff development is linked to staff development plans and the future strategic planning of the organisation, participants have greater motivation and commitment to the initiatives they deliver flexibly.

Annotated Bibliography

Courses and Resources

Current staff development resources in the market

Australian National Training Authority

- TAFE National Staff Development Committee, 1992. *Open Learning and Flexible Delivery National Staff Development Program*, 6 modules, Adelaide, TAFE NSDC.
- Modules are: Introducing open learning, Good practice for flexible delivery, Managing flexible delivery, Accessing and adapting existing resources, Introducing project management, Flexible training with industry.
- TAFE National Staff Development Committee, Department of Education, Employment and Training, 1997. Resource package *Career Planning Kit*.
- TAFE National Staff Development Committee, 1995. *A Guide to Action Learning*, Melbourne, ANTA.
- TAFE National Staff Development Committee, 1995. *National Management Development Scheme*, Melbourne, ANTA. Management Enhancement Team Approach (META).
- TAFE National Staff Development Committee, 1996. *A Guide to Mentoring*, Melbourne, ANTA.
- TAFE National Staff Development Committee, 1996. *Case Studies of Action Learning Groups*, Melbourne, ANTA.

  Series of 4 volumes of case studies on action learning groups: 1. Assessment Recognition Evaluation 2. Curriculum and Learning Resources Development 3. Flexible Delivery 4. Workplace Competencies and CBT Implementation.
- TAFE National Staff Development Committee, 1996. *Action Learning in Vocational Education and Training*, Melbourne, ANTA. Video and workbook to complement the kit.
- Teaching and Learning—developed by NSDC. Contact: Australian Training Products Melbourne

Department of Employment and TAFE SA

Open Learning Staff Development Program, 1993. Adelaide, Department of Employment and TAFE. Six modules: Open learning course delivery, Managing an educational program, Designing open learning materials, Open learning student support, An introduction to open learning, Using audiographic teleconferencing—the OPTEL system.

Contact: Department of Employment and TAFE SA

Flexible Delivery Working Party

Crawley, H., Pietsch, S., Neal, D. & Dale, J. 1993 *Flexible Delivery: A Guide to Implementing Flexible Delivery*, FDWP, Queensland.

Contact: local staff development officers (distributed throughout Australian TAFE's)

Courses and Resources

TAFE NSW
Emerging Practices In Flexible Learning Organisations, 1997.

Change Management Modules—The learning organisation, Flexible learning environments, Project management, Learning styles, Teacher roles.

Process Modules—Learning pathways, Action learning, Facilitation, Mentoring.

Technology and Techniques Modules—Satellite and interactive television, Computer managed learning, Electronic communication, Videoconferencing, Learning guides, Audiographics, Multimedia, Cable TV

Contact: Val Evans, TAFE NSW, see Profile 1

OTS
Staff Development Program, 1996-7.

Writing Self-Paced Training Resources

Instructional Design for Workplace Training

Facilitating Learning in the Workplace

Education and Training Project Management

Teaching and Learning On-Line

Introduction to the Australian VET System

Delivering Training in VET

Foundations of Flexible Delivery (in development)

Teaching and Technology (in development)

Managing Strategic Directions in Education and Training (in development)

Contact: Diane Robbie, OTS, see Snapshot 5

WA Dept. of Training
Options Package

Exploring Options: A Guide to Staff Development Resources for Providing Learner-Centred Vocational Education and Training. An excellent summary of the issues and resources.

Options case studies, 2 videos.

Contact: Diana Hartley, see Snapshot 7.

Webs and Links

Networks, directories and web sites

- Australian National Training Authority

  http://www.anta.gov.au

- Framing the Future—preparing for training reform. See Snapshot 10.

  http://www.tafe.sa.edu.au/para/ftf/home.htm

- Office of Training and Further Education, Victoria

  http://www.otfe.vic.gov.au

  → Open Training Services—centralised flexible delivery centre. See snapshot 5.

  http://www.tafe.lib.rmit.edu.au/ots

- TAFE NSW

  http://www.tafensw.edu.au

  → OTEN—centralised flexible delivery centre. See Profile 21.

  http://www.tafensw.edu.au/OTEN

- TAFE WA

  http://www.devetwa.edu.au

- TAFE SA

  http://www.tafe.sa.edu.au

  → ONE—online networking. See Profile 3.

  http://www.tafe.sa.edu.au/lsrsc/one

  → LEARN—database of information and materials relating to open learning and flexible delivery. See Snapshot 25.

  http://www.tafe.lib.rmit.edu.au/fd/services/learn.html

- Open Learning Australia

  http://www.ola.edu.au

- Index of open learning and distance education centres

  http://www.aussie.com.au/index/ai_htm

Specialised web sites, directories and networks

- Education Network Australia—primary site for resources in education cross sectorally

  http:www.edna.edu.au

Webs and Links

- Open Net—main focus is the provision of resources for post secondary online courseware.

  http://www.opennet.net.au

  - Computer Managed Learning Users Group

    http://www.opennet.net.au/cmluga/

  - Australian Training Information Network

    http://www.opennet.net.au/partners/bvet/train/

- International Network for Action Learning

  http://freenet.vcu.edu/civic/organ/act-learn/act-learn.html

- Open Learning Technology Centre—supports open learning in all sectors of education

  http://www.oltc.edu.au/

Written and Spoken Words

Videos

Creating the Learning Organisation. Series of videos on how an organisation can improve return on investment by using their people, available from BBC for Business ph. 02 9957 3777.

Flexible Training at Work. Open Learning Technologies, ph. 08 406 2200 or http://www.oltc.edu.au/

Texts

Fooks, D., Ryan, R. and Schoefield, K. 1996 *Making TAFE Competitive—Creating an Efficient and Productive Network of Publicly Funded Providers.* Canberra, ANU

Honey, P. 1995, *Management Learning—Creating Your Own Learning Organisation.*

McCarthy, B. 1987, *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques.* Barrington, Excel.

Reports

Flexible Delivery—Case Studies of Action Learning Groups, 1996. A report commissioned by ANTA for the National Staff Development Committee

Flexible Delivery Working Party Publications:

- Flexible Delivery Working Party, 1992, Flexible Delivery—A National Framework for Implementation in TAFE, QLD, FDWP
- Judd, K. 1993, Flexible Delivery: Learning Centres, Qld, FDWP
- Palmieri, P., Blanksby, V. & Hammond, B. 1995, Flexible Delivery in Action: Success Factors and Case Studies, SA, Open Learning Technology Corporation.

Fleximode Delivery in the State Training System, 1995, Melbourne, OTS

From Desk to Disk, Staff Development for VET Staff in Flexible Delivery, May 1997, Queensland, ANTA.

Lepani, B. 1995, *Vocational Education and Training (VET) 2005.* Report prepared for NSW TAFE, November. Discussion paper on the roles and competencies of the VET teacher in the year 2005.

Mullins, I. and Luce, J. 1995. *Learning Management and Teaching Systems: A Study of Computerised Systems used in TAFE South Australia,* Adelaide, TAFE.

OTS Staff Development for Workplace Training Program Evaluation Report, 1996, Melbourne, OTS.

Part Two

10

EPIPFLO

Developing Flexible Attitudes and Skills for Change

Robby Weatherley introducing the EPIPFLO kit to DTEC colleagues

Fact File

[redacted]

Emerging Practices in a Flexible Learning Organisation (EPIFLO) is a user-friendly kit of 18 print-based modules (to go online in 1998) based around three areas.

Change Management: The learning organisation, learning styles, teacher roles, flexible learning environments, project management.

Process: Action learning, facilitation, mentoring, learning pathways.

Technology and Techniques: Computer managed learning, videoconferencing, audiographic conferencing, learning guides, electronic communications, satellite and distance education, cable TV, multimedia.

Two more modules—*Video and Audio Cassette* and *Support Services*—are due for release in early 1998.

An online delivery module will be available online later in 1998.

The kit uses a developmental approach, moving away from a train the trainer style to developing flexible work practices. How the resources are used is vital - collaborative learning strategies such as critical friends, mentoring and action learning groups solving specific workplace challenges are encouraged, with the kit being used to support these.

[redacted]

- style of approach does not prescribe how to structure the learning, gives room for individual learning with reflective and practical aspects
- lifelong learning and action learning are enshrined in how to use the materials
- implementation incorporates selecting methods and resources already in operation, to suit the particular needs of the learner(s)

[redacted]

Approx. 18 months to develop kit. Implementation to use a drip-filter approach, over 12 months, providing support to project teams established by the institutes.

[redacted]

- the print materials are available from Staff Training and Development Bureau, TAFE NSW. Approximate cost $10 per module, or $180 for a complete kit
- staff development release, in the usual way, is required for action learning groups.

BEST COPY AVAILABLE

Context

Within TAFE NSW, the Staff Training and Development Bureau has responded to the issues arising for teachers from flexible delivery. The unit needed to consider training for change, as the challenges of industry restructuring, the rapidly changing education market and competition for the education dollar increase. Flexible learning gives the tool for a different approach. As Robby Weatherley states, "We have become enmeshed in a competency rather than capability view of working, agility rather than integrity view of leadership, and training rather than developmental view of learning."

After recognising the lack of resources to support staff learning in a flexible way, and a lack of recognition of why staff should learn in this way, the unit set up an action learning group themselves in their development of this project. They identified two key strategies for staff development—the need for action learning groups which would provide their own support and infrastructure, and the importance of networking as part of the research needed.

Charles Sturt University was a part of that initial action learning team, which incorporated a vertical slice of TAFE in its research and used a steering group representing key stakeholders. Both the advisors and the research indicated a need for implementation processes to drive the product, rather than the product, a self-paced print based resource, driving the learning.

Resourcing the Program

- kits—initially provided free of charge to NSW TAFE.
- workshops run by Staff Training and Development Bureau
- support of training and development manager or similar driver at each institute
- workbased issue for action learning group
- identification of key contacts/networks

Delivery

The kit has been distributed throughout NSW TAFE. The implementation has included:

- consultative process with training and development managers and Staff Training and Development Bureau staff
- range of seminars/workshops to explain the kit and how it will work. Workshop on any module. Eight of twelve institutes have already started implementation
- site workshop to develop an action plan, using action learning groups which set up strategies appropriate to the institute
- buddy system/mentors to ensure motivation, using the modules as a catalyst
- support by Staff Training and Development Bureau for training officers or other drivers of the action learning groups
- presenting negotiated assessment for articulation into a range of teaching degrees/diplomas (if required).

Numbers Involved

Development of kit: team of 7 with 14 consultants from Charles Sturt University. Stakeholders/key reviewers and commentators from a vertical slice from TAFE.

Implementation: each action learning group approx. 5, with about 30 participants in each of the eight institutes involved so far.

Positive ***Outcomes***

Action learning principles
The team which originally set up the project used action learning to sustain its activities. Implementation has encouraged the use of the action learning groups and the strength of these groups will greatly assist the development of changes in attitudes to flexible learning.

Ownership of the implementation
Because the kit can be approached so flexibly, the learners need to take responsibility for how they will use the materials. Therefore they take ownership of how the development proceeds, and don't have the same resistance as to organisation-imposed change.

Partnerships
There has been private provider and university interest in this kit and approach.
There are possibilities for partnerships such as with Charles Sturt University, where the process has resulted in a flexible approach to articulation requirements.

Some ***Barriers, Solutions*** *and* ***Issues***

Partnerships
Problems arise with partnerships which are either too large or a distance apart geographically.

- coordinator needs to keep sense of focus of the project, be prepared to allow for some lateral discussions.

Evolution of the project
The initial planning for development time of 12 months increased to 2 years because of a change in the planned structure of the materials.

- the changes to the structure were responses to vision from the stakeholders, and were very much worth following up.

Print format
There are plans for the materials to be produced online, but only intranet is available currently. There is no appropriate implementation environment set up for internet.

- there will need to be modification to the program so that it is designed appropriately for the internet and online access.

No implementation plan documented
The implementation is dependent on site group support and energy.

- a support network for the action learning sets and other collaborative learners should be developed.

What Next?

The Staff Training and Development Bureau will work through the issues and support requirements for the learners at the eight institutes. This support will continue, and will assist in drip filtering the attitudes and approaches valuable for flexible learning.

Contact Details for More Information

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Listening for Literacy

Conferencing Adult Literacy Trainers in WA

Tutor Melanie Hindley consults with administrator Gill Kilb before an audioconference

Fact File

Using the ANTA NSDC *Adult Literacy Teaching Course—A Flexible Delivery Program*, the WA Dept. of Training upskilled adult literacy teachers across the state

Each participant, a practising adult literacy teacher/tutor, had a literacy project of some sort, to build the learning around a practical project using a literacy class. Assessment tasks were completed if the participant wished, and were negotiated to be relevant to each individual's needs. Discussion of adult literacy theory was integral to the course, and the facilitator at the audioconferences ensured that all participants were involved in discussion.

- written material (not studied in order as written, needed mapping through it)
- audioconference x 2 per module
- telephone time every third week with tutor to troubleshoot, negotiate assessment and criteria
- totally negotiated assessment and assessment criteria relevant to major workplace literacy classes/project
- extensive use of audioconferencing and telephone tutor support across a huge area
- extensive theory discussion and development to inform political decision-making processes about what literacy programs are needed and why

3 modules over 6 months—nominal 84 hours of modules

Estimate $1000 per participant would cover 2 audioconferences per module, plus weekly telephone time with tutor, assessment negotiation and support materials

Context

There is a need to upskill and politically inform adult literacy teachers in Western Australia.

Adult literacy provision is increasing, yet the teaching workforce is typically casual and sessional. Clients are extremely diverse—from juvenile offenders to adult migrants. Add huge distances, teacher shortages and little funding, and there is a real log jam in building good quality teaching.

The WA Literacy Services Bureau has flexibly delivered the existing *NSDC Adult Literacy Teaching Course—A Flexible Delivery Program* (which already has learning materials) to upskill teachers in this difficult context.

Delivery

The coordinator/administrator promoted the course at key times, fielded inquiries intensively to ensure the course met expectations, and enrolled and supported participants. She carried out liaison with library services, technical support and the participants.

The tutor set up the agenda and led the audioconference, ensuring all participants had the opportunity to speak. She then followed up potential difficulties or issues through telephone time sessions. She set up guest speakers for audioconferences, and assisted participants in mapping their way through the materials. She was also responsible for learning contracts, assessment, journals and final practical project.

Staff from Bunbury to Broome participated.

Resourcing the Program

- 6 hours telephone time with tutor every third week
- 2 audioconferences @ 1 hour each per module, guest speakers at one audioconference per module
- resources—file containing learning activities, learning outcomes, reading list and extracts from a range of texts as well as assessment information. Access to other readings using library network
- tutor approximately 12–14 hours per week, coordinator 7 hours per week depending on needs of the course, technical support 1–1.5 hours per week (this depends on use of audioconference).

Personal experiences

Glenys was involved with the Ministry for Justice program—juvenile justice. She joined the course wanting highly specific skills. She had students in constant flux—never being sure who would turn up. Therefore she was really keen on survival techniques, hands-on activities. At first she was opposed to two aspects: the emphasis on a theoretical basis for what is done in literacy, and the negotiation of assessment. She wanted to be told what to do.

"With the benefit of a bit of hindsight, and after reviewing my learning, both with the journal and the audioconferences, I changed my mind about this course. I did get a useful model, which suggested I apply negotiation and a more flexible approach to my own teaching." Glenys is applying what she needs from the program, and knows that it is underpinned by a sound theoretical base.

Positive ***Outcomes***

Reducing isolation
Strong sense of 'family' developed. The program gave ability to listen to and discuss with range of practitioners with different attitudes and approaches—action learning model. Also provided a network, with potential to pick up jobs discussed at audioconference.

Extending materials for different learning styles
Using the telephone and audioconferencing as major communication tools provided for the range of personalities and learning styles.

Improved quality of teaching
Able to upskill teachers from virtually every region of this vast state, to deliver more consistently. Networks formed for ongoing informal professional development.

Program to fit into busy lifestyles
Able to telephone when it suited, scheduled for after working day. As casual work is difficult to get in this field, better to operate the contact times after hours.

*Some **Barriers, Solutions** and **Issues***

Telephone time access and use
Difficult to arrange times to suit all, and at times it's taken up with discussing housekeeping rather than issues such as assessment negotiation or points of discussion arising from the audioconference and readings.

- tutor needs flexibility in approach. Allocate two x 3 hour time slots every third week

Technology problems
Difficulties include late entry to the audioconference, or sound dropping out.

- a technician available to provide quick problem-solving helps to alleviate this. Also, the technician tapes the sessions, then is able to send out dubs for those who missed part of it or were absent.

Nature of the industry
Casual position appointments lead to uncertainty about job security or literacy programs. Thus professional development is not given a strong weighting or strategic planning for individuals.

- this is an ongoing issue, but programs such as this one give more flexible skills and greater employability.

Options That Grew

The Context

It started as a get-together/workshop for 23 campus action officers from all over WA. It grew into:

- a newsletter called *Options*
- two videos showing case studies of innovative methods of training delivery
- *Exploring Options*, a book to guide teachers through resources on learner-centred delivery
- *Creating Options*, a workshop for TAFE and private training providers
- *Providing Options*, a show and tell conference by and for practitioners

The Issue

Too much material on staff development, not enough participants using that material! The people with the energy to start changing mindsets towards learner-centred delivery can be hard to target, particularly with the issue of distance in Western Australia. They can feel isolated, swamped by the day-to-day demands.

The Solution

With the support of WA Department of Training and the coordination of Moira Watson of QRD Consulting, twenty three campus action officers developed action plans at a two day workshop, then cascaded the effect of these action plans into their colleges. They used Open Learning and Flexible Delivery modules and the Flexible Delivery Working Party Resources to provide the framework for their learning strategies. They formed a strong network which demanded closer links and examples of what was working—the *Options* newsletter met that need. From these seeds grew the whole *Options* showcase.

What Next?

Dependent on funding by government bodies, the program will be offered again to run from February to approximately July 1998. A timeframe has not been finalised, however advertising and marketing will need to be run January/February 1998.

The Adult Literacy Services Bureau sees this program as viable for at least once again, and probably more, according to the past student survey and evaluation currently under way. There is also interest in credit transfer into Graduate Diploma level courses at university.

Contact Details for More Information

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ONE

Part of the Web of Networks

The home page of the ONE network

Fact File

Description

Online Network for Education (ONE), supported by TAFE SA, has a focus on online delivery assisting staff in developing skills/discussion/frameworks for developing online delivery. This is done using a web site with web forums on specific issues. Print-based resources, videoconferences, seminar days and conferences are also used.

Strategies

- projects for online delivery strategies are tendered for and allocated by the Learning Systems and Resources Standing Committee, using the Online Network for Education (ONE) web site
- staff can access a range of staff development, both formal and informal, to increase their knowledge and skills so that they are eligible for the projects. For instance, over four days ONE ran a web forum on three different topics—access, quality, student support—supported with a videoconference
- integrated online technology used in staff development
- developing a culture of flexible learning through workplace projects supported by and concerned with online delivery
- using a network to address different levels of skills and access

Timeframe

12-18 months close support provided to make sure the network started to get its own impetus.

Cost

Maintenance of the network web site, email lists, web forums, 'show and tell' days and workshops for specific interest areas are conducted at minimal cost.

Context

One of the most effective ways of gathering together large numbers of staff with like approaches or questions is to use a network, formal or informal. The combination of LEARN (the resources network in South Australia—see Snapshot 25) and ONE has swelled the network possibilities in South Australia, providing both data information and support to staff interested in flexible learning and the technological and administrative pitfalls. TAFE SA has initiated and supported the ONE network, and is now moving towards giving it room to grow—driven by the people who desire the information and skills.

Accessing the web site provides a classic action learning model to apply to student delivery. Over four days in April, there was a virtual forum searching out a range of views and responses on access, quality and student support. From these grow issues such as the need for processes and procedures, which is being investigated.

Resourcing the Program

- technology—PC intranet/internet electronic mail browser access for all sites involved in the network
- planning group drawn from champions, who develop online initiatives and keep the network going
- driver—currently TAFE SA but the network is developing ownership at grass roots level
- series of events which highlight the role of online media ie. 'show and tell' on projects allocated for online flexible delivery, face-to-face workshops to maintain access.

Delivery

- access via internet web site, videoconference, advice on using web forums etc.
- staff preparation using electronic communication for projects involving online delivery —action learning model
- conference *Learning Futures—Are you a part of it?* with regional attendees subsidised
- giant network involving both ONE and LEARN in staff development issues related to flexible learning and information sharing.

Numbers Involved

- when running an online forum recently, 30–40 people accessed the web forum, with 130 postings. The paper evaluation gained 60 responses
- at the two day conference *Learning Futures—Are you a part of it?* there were 200 attendees
- there were fourteen pilot projects in the initial tendering round promulgated by ONE, and part of the staff development process shared the process and results of these projects
- a further 10 projects were let in 1996/97. The physical network meetings are maintaining numbers, and becoming more proactive in approach.

Positive ***Outcomes***

Staff development using action learning
Needing to access the web site entices the reluctant technology user to investigate further by doing—always a good model for staff. As the staff encounter technical problems, they can learn strategies to help other learners.

Online delivery becoming a reality
About 100 modules in seven areas of study have been developed for online delivery eg. front line management, small business, electronics, women's studies. A further 50 modules are in development.

Online strategy encourages a change management process
Development of issues papers and a vision statement, through online forum and paper-based evaluation, gives access to healthy debate and recognition.

Some ***Barriers, Solutions*** *and* ***Issues***

Policies and procedures
Online strategies need to consider quality assurance in development and delivery. Issues such as copyright, marketing, ownership all require policy to be developed.

- the issue has been identified and policy is under development

Technology access
Using online strategies, people may feel marginalised if they do not keep up.

- TAFE SA has recognised the need to support but not manage the network, so that demand for technology access is created at the local level. Both videoconferencing and paper-based approaches have been used to complement online delivery.

Changing attitudes
As a key change agent, the network needs to develop its own momentum, to ensure directions, responsibilities and roles are shared.

- part of the energy of this comes from people taking on roles within the network as they see it meeting their needs.

What Next?

The network needs to take charge of its own destiny. It has been nurtured, it is now at the stage where enthusiasts and their demands will drive the agenda.

It has established an online presence, and given focus to ownership of online strategies. It now requires its Planning Group to take and run with activities such as forums, 'show and tell' workshops, conferences and/or seminars, subnetworking and so on.

Tea Tree Gully

Re-engineering Delivery

Self-paced learners accessing electronics resources

Fact File

The Electronics and Information Technology Department at Torrens Valley Institute of TAFE (Tea Tree Gully campus) set up an action learning group which developed its *Flexible Learning 2001* five year plan. The plan enshrines learner-centred delivery to proactively support the institute's vision, with measurable outcomes to set up the department in a totally flexible environment as to the who, how, why, what and when of learning. So the staff undertook training in learning styles through 4MAT, then put appropriate resources online using initiative funding, recast teachers as mentors of learners, and facilitated electronic lab access and other resourcing to be available throughout the whole year.

- opportunity for individual free souls within the department to show initiative, work in a small and active team, and motivate others
- action learning team driving five year plan with learner-centred approach
- student management system which manages the flexible learning process, including assessment results, attendance, progress, mentoring facilities, etc. Also student induction includes a flexible learning module which all students must complete
- tutor time aligned with learner problem-solving rather than 'chalk and talk'
- resources (print and physical) set up for open access including 20 modules online

Over the last year, the department has used an action learning group to develop its strategic plan, developed 20 modules online, set up flexible entry/exit and met every learner challenge as flexibly as possible.

The department applied for initiative funding for the online project of module development, and backfill resourcing for the action learning group.

Context

The Torrens Valley Institute of TAFE is dedicated to flexible learning, with a vision statement which emphasises the learner-centred approach. It aims for all educational programs to cater for the learning needs of clients through choice in the who, what, where, how and why of learning.

However, there are barriers which have been very clearly identified by the institute—these include the state and institute management systems, a lack of resources and access to appropriate technology, and the skills and motivation of staff and students. So even with a culture of flexible learning enshrined, there are management system dilemmas and resourcing difficulties to be considered.

Staff development is seen as the logical next step to support flexible learning—developmental areas include training in instructional design, information technology and management of flexible learning. The Department of Electronics and Information Technology has already picked up on these needs in its *Flexible Learning 2001* five year plan, the outcome of some very hands-on staff development. The department action learning group which developed the plan is overseeing staff development, the online development of modules and learner access, and encouragement of lateral initiatives and a sense of progress.

Delivery

The action learning group recommended through its project *FL2001* a range of initiatives to cover needs in instructional design, information technology and management of the flexible learning process. Fourteen full-time staff undertook 4MAT learning styles training over three days, to inform how they developed both print-based and online resources. With initiative funding the action learning group facilitated the online project which saw 20 electronics modules developed and delivered locally via intranet. The department also set up a student management system to track learners. The *FL2001* project will oversee the five year planning so that impetus is not lost.

Resourcing the Program

- committed action learning process—funding for action learning team
- facilitator for action learning team
- development of flexible learning resourcing, both access to physical area and print resources
- student management system which is flexible, incorporating assessment reporting, mentoring facilities, student notes etc.
- mentors for informal staff development in use of technology
- strong liaison with local industry for workplace assessment.

Numbers Involved

- fourteen full time and one part time staff completed 4MAT learning styles training
- all five members of the action learning group for the FL2001 project also completed 4MAT Intermediate training
- ten staff members have been directly involved in developing the online modules.

Tea Tree Gully

Re-engineering Delivery

Positive ***Outcomes***

4MAT and learning styles
This staff development program explored learning styles of staff, informed discussion in action learning groups, developed understanding of flexible learning issues related to learning styles.

Online project completed 20 modules
Imbedding 4MAT and flexible delivery principles into 20 modules continued the impetus of the department in integrating flexible learning into all programs and activities.

Team focus on concrete outcomes
The department could see things happening quickly. Redevelopment of modules reinforces the sense of success of initiatives.

Some ***Barriers, Solutions*** *and* ***Issues***

Funding
Progress through the module development is slower than the department would like. The department and management are committed, but need to continue to submit for initiative funding, which slows the process.

- the department is looking for alternative funding.

Student management issues
There are issues with student management across the state—for instance, there should be open entry/exit, but the state system works on an academic year.

- there is a departmental student management system, which provides online induction, resource access and tracking in a flexible mode.

Personality difficulties
Within the action learning group there are always going to be personality difficulties. The action learning process highlighted then dealt with these difficulties.

- continual feedback and an end-of-meeting debriefing kept communication clear. Positive outcomes developed a sense of broader perspective. Strategies grew from the conflicts.

What Next?

There are steps carefully spelt out in the FL2001 plan, which provide the backbone for the next five years.

However, the department is also working on initiatives involving collaborations with industry, such as a labour hire service or industry assessors in small towns, to expand the flexibility of what they offer.

The team sees value in integrating their outcomes with other teams, providing a centre of excellence in the environment of Tea Tree Gully campus.

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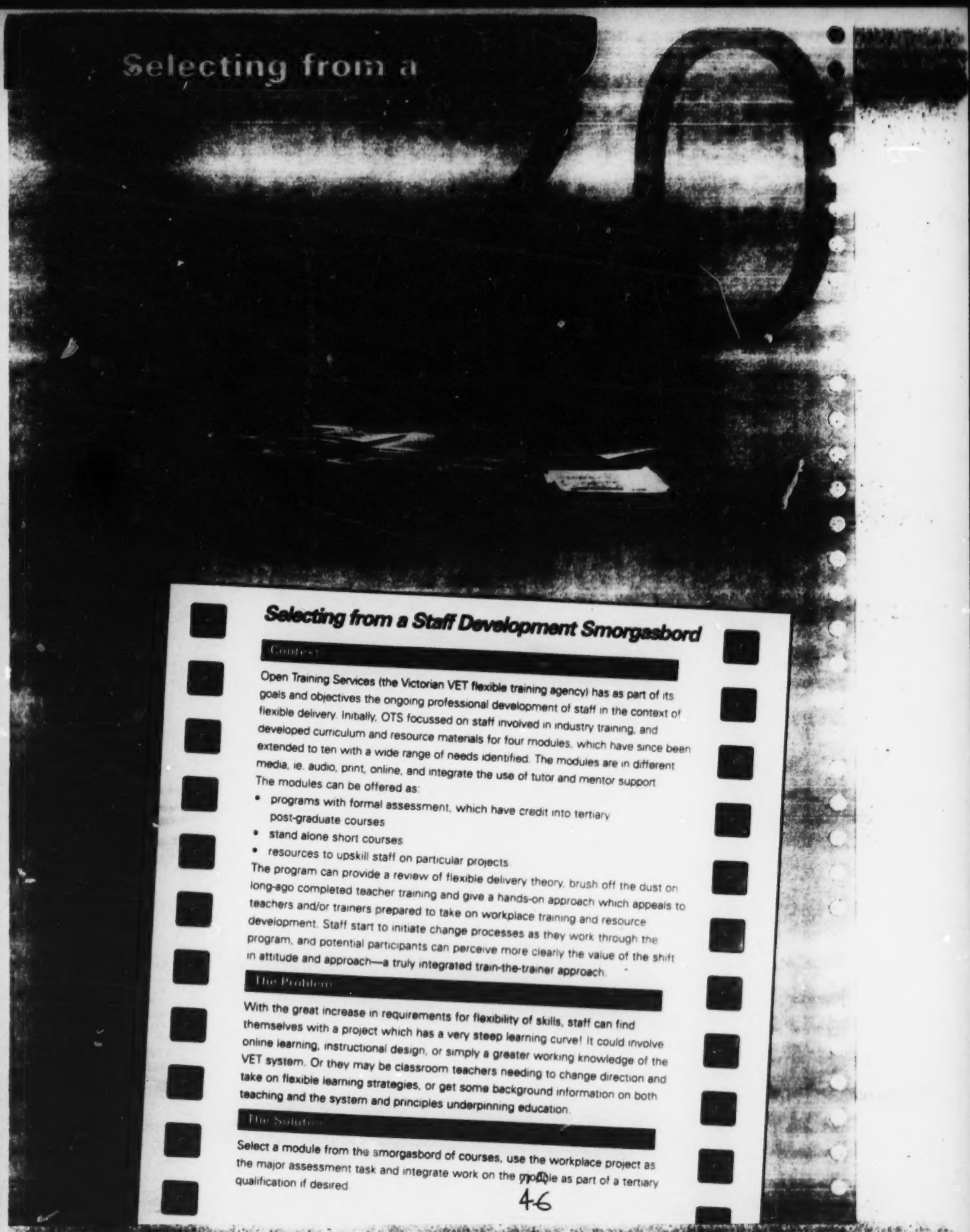

Selecting from a Staff Development Smorgasbord

Context

Open Training Services (the Victorian VET flexible training agency) has as part of its goals and objectives the ongoing professional development of staff in the context of flexible delivery. Initially, OTS focussed on staff involved in industry training, and developed curriculum and resource materials for four modules, which have since been extended to ten with a wide range of needs identified. The modules are in different media, ie. audio, print, online, and integrate the use of tutor and mentor support. The modules can be offered as:

- programs with formal assessment, which have credit into tertiary post-graduate courses
- stand alone short courses
- resources to upskill staff on particular projects.

The program can provide a review of flexible delivery theory, brush off the dust on long-ago completed teacher training and give a hands-on approach which appeals to teachers and/or trainers prepared to take on workplace training and resource development. Staff start to initiate change processes as they work through the program, and potential participants can perceive more clearly the value of the shift in attitude and approach—a truly integrated train-the-trainer approach.

The Problem

With the great increase in requirements for flexibility of skills, staff can find themselves with a project which has a very steep learning curve! It could involve online learning, instructional design, or simply a greater working knowledge of the VET system. Or they may be classroom teachers needing to change direction and take on flexible learning strategies, or get some background information on both teaching and the system and principles underpinning education.

The Solution

Select a module from the smorgasbord of courses, use the workplace project as the major assessment task and integrate work on the module as part of a tertiary qualification if desired.

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Snapshot 5

changing attitudes and practices

The Outcomes

- action learning model centred around workplace project, with tutor/mentor support
- program which responds to TAFE teachers' or trainers' requirements
- range of delivery options: a short course, articulated Graduate Certificate program or personal choice of staff development options.

Size and Scope

10 print, audio and on-line self-paced resources—

- Writing Self-Paced Training Resources • Instructional Design for Workplace Training
- Facilitating Learning in the Workplace • Education and Training Project Management
- Teaching and Learning On-Line • Introduction to the Australian VET System
- Delivering Training in VET • Foundations of Flexible Delivery (in development)
- Teaching and Technology (in development)
- Managing Strategic Directions in Education and Training (in development)

- a detailed User's Guide and Tutor/Mentor Guides. These modules have been completed by approximately 250 participants across Victoria in the last 18 months.

Features

- comes with Tutor/Mentor Guide and User's Guide—outlines program philosophy, gives delivery strategies
- the modules are value for cost
- they can be delivered in a particular flexible mode teachers are comfortable with, from simple self-paced to complete negotiation of entry and exit
- learning is wrapped around work
- the needs of both the organisation and the individual are catered for.

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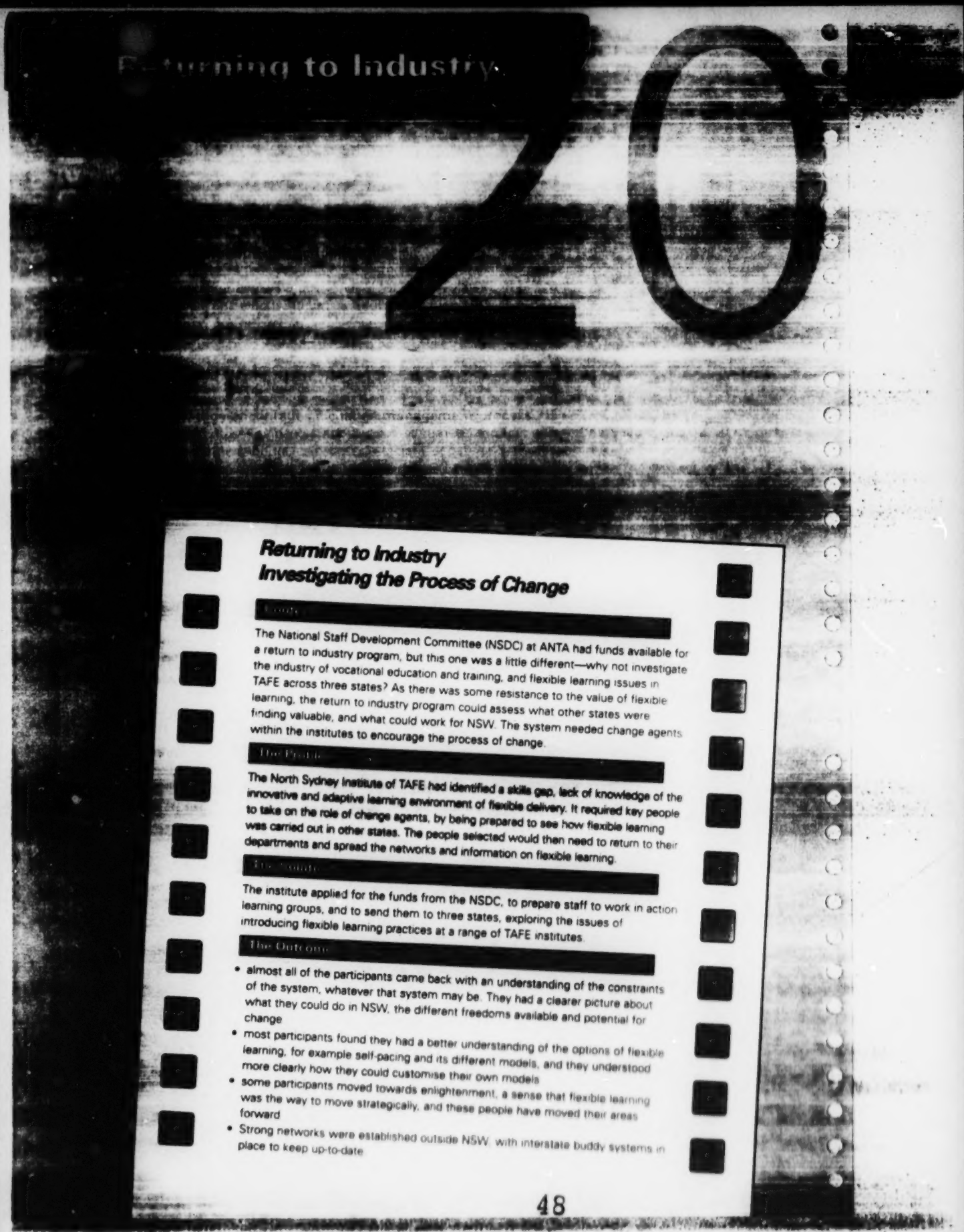

Returning to Industry
Investigating the Process of Change

The Goals

The National Staff Development Committee (NSDC) at ANTA had funds available for a return to industry program, but this one was a little different—why not investigate the industry of vocational education and training, and flexible learning issues in TAFE across three states? As there was some resistance to the value of flexible learning, the return to industry program could assess what other states were finding valuable, and what could work for NSW. The system needed change agents within the institutes to encourage the process of change.

The Problem

The North Sydney Institute of TAFE had identified a skills gap, lack of knowledge of the innovative and adaptive learning environment of flexible delivery. It required key people to take on the role of change agents, by being prepared to see how flexible learning was carried out in other states. The people selected would then need to return to their departments and spread the networks and information on flexible learning.

The Solution

The institute applied for the funds from the NSDC, to prepare staff to work in action learning groups, and to send them to three states, exploring the issues of introducing flexible learning practices at a range of TAFE institutes.

The Outcome

- almost all of the participants came back with an understanding of the constraints of the system, whatever that system may be. They had a clearer picture about what they could do in NSW, the different freedoms available and potential for change
- most participants found they had a better understanding of the options of flexible learning, for example self-pacing and its different models, and they understood more clearly how they could customise their own models
- some participants moved towards enlightenment, a sense that flexible learning was the way to move strategically, and these people have moved their areas forward
- Strong networks were established outside NSW, with interstate buddy systems in place to keep up-to-date

Size and Scope:

- the selected group of seventeen vocational education and training staff at North Sydney Institute of TAFE represented a vertical slice of the institute, with a storesperson, teachers, head teachers, senior head teachers and heads of study represented
- the group also included two staff from Sydney Institute of TAFE tourism and hospitality section. Nine visited Victoria, seven went to South Australia and six to Perth
- the total project spanned nearly 12 months
- costs included fares and accommodation for the five day interstate visits, with workshops/action learning groups set up prior to and after the trips
- departments represented included: shopfitting and joinery, carpentry and joinery, mechanical engineering, electrical engineering, electrical trade, auto electrical and administration studies.

Features

- recognition of different approaches to flexible learning outside of NSW, with acknowledgement of successful/unsuccessful strategies and clarification of the role of flexible delivery
- increased network outside of NSW
- acknowledgement of flexible delivery as a tool of change, and this return to industry program as a way of giving information to specific change agents for moving areas forward.

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The Outcomes

- drip feeding system on staff development through campus action officers
- *What's Hot* seminars on new developments coordinated by the Department of Training
- maintaining the network of campus action officers
- constantly reviewing terms/context of options for staff development
- currently a large Professional Development Support Program run by the Department of Training, working with workbased projects and the new training reforms—growing from the earlier initiatives.

Size and Scope

- it started with 23 action officers from across the state, and ended with 180 mostly practitioners at a conference. There were also 900 on a network newsletter mailing list
- the initial face-to-face phase was subsidised to conquer the tyranny of distance and encourage key people at grass roots level to take on changing mindsets
- the newsletter illustrates good practice examples of learner-centred delivery from TAFE and private providers, and the videos personalised this through another medium
- the conference proved just how far *Options* had come, and validated the practitioners and what they had achieved.

Features

- growth of products/events according to practitioner needs and demand
- face-to-face phase subsidised for regional areas, to develop change agents at grass roots level despite the distance
- informal and formal networks growing towards self-sufficiency, taking on responsibility for maintenance.

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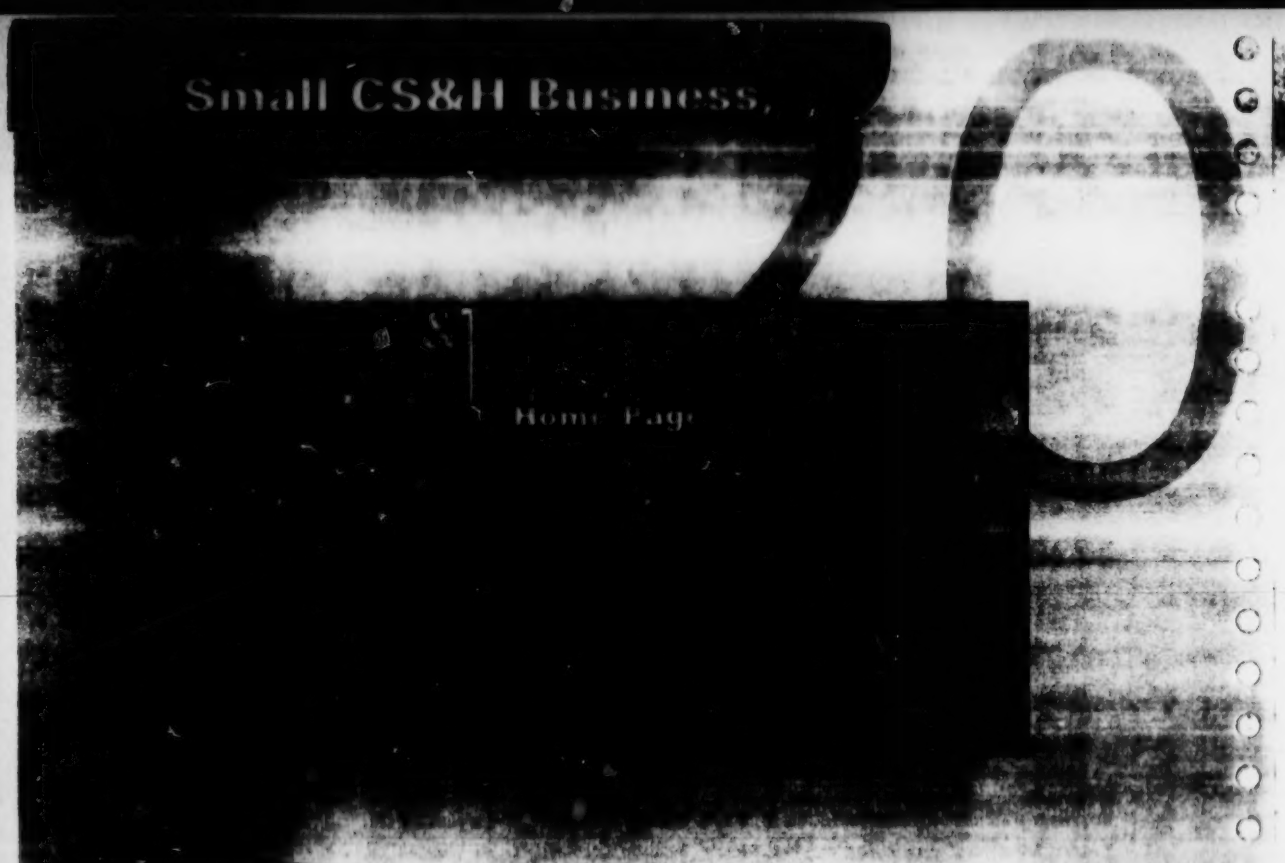

Small CS&H Business, Big TAFE Partnership

Context

Open Training Services has been working with a range of organisations using the concept of a visiting expert Fellow who sets up lateral solutions for flexible learning with the subject specialists in an organisation. The Fellow could provide industry expertise, act as a change agent or work with a partnership at a practical level. One cluster of organisations adapted the concept, linking the Community Services and Health Industry Training Board, four TAFE institutes and four small organisations involved in social and community services. One of the organisations, a childcare centre, worked with the Childcare Department of Goulburn Ovens TAFE to train five staff and deliver two modules flexibly.

The Problem

- small community services and health organisations like childcare centres have few funds for training and need to get staff trained flexibly
- viable class sizes are not possible
- small centres are unable to release staff from the workplace
- TAFE institutes may have unfilled student contact hours in courses and modules these organisations need

The Solution

Bring the two together on a project! The TAFE provider gives recurrent student contact hours—the CS&H organisation makes the staff available for training. The expert Fellow provides some staff development on how to flexibly deliver built around a specific plan. When the training is delivered successfully, there are the seeds for a long term strategic partnership.

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The Outcomes

- a manual: *From Training Needs to Training Deeds—A Guide to Negotiating Flexible Delivery*
- the Community Services and Health Industry Training Board is investigating on-going staff development for small business, considering this project as a model
- partnerships between local businesses and the relevant TAFE institutes

Size and Scope

- the Childcare Centre provided five staff
- Goulburn Ovens TAFE Childcare Department delivered 2 modules flexibly
- the project took approximately 12 months.

Features

- links between local industry bodies and the TAFE institutes
- lead-on to training culture being encouraged amongst small businesses
- focus for Community Services and Health Industry Training Board to improve training culture in businesses

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Training Tutors for

Training Tutors for Remote Area Childcare Studies

Context

The Horsham campus of Wimmera Institute of TAFE is very small, and needs to think and work 'smart' to gain and keep students. One of the most successful areas of study at the Horsham campus is Childcare, which is offered in ways to suit the learners, including remote area delivery and enrolling in traineeships as learners are ready. Thus the training provider has to work out strategies to enable remote area learners to have quality course provision, and staff must manage the course over long distances.

The Issue

There are approximately 250 students doing remote area training or distance training in Childcare Studies, emanating from Wimmera Institute of TAFE at Horsham but located in South Australia, Tasmania and New South Wales. Each learner should do 3–4 work placements and needs someone with appropriate industry experience to observe these placements by visiting the childcare centres. Quite often these workplaces are remote from the Wimmera.

To maintain quality provision, Wimmera needs to present clear induction and training to these tutors, and maintain coordination of their visits and reports.

The Solution

The Horsham campus has appointed industry-experienced tutors (usually 2 year trained or with an early childhood development degree) to attend a workshop over a weekend to consider their suitability, and give them some suggested approaches to the observations through case study examples and intensive workshopping. The tutors then get an induction package which spells out how they communicate with the student and worksite, plus the usual paperwork queries. At a moment's notice (or the day before!) they can be contacted by Sue Dovey to ask them to do an observation of a placement. Afterwards they submit a report, which is given feedback by Sue and other tutors in the program.

When required, Sue Dovey, the coordinator of the program, will run weekend visits at a convenient location or at Horsham to provide further support. As a follow-on, she also encourages tutors to undertake courses such as Workplace Trainer and Assessor or supervisor courses if they wish to continue in the area.

The Outcomes

- the use of practical case study-driven learning for observation of childcare students enables a two-way assessment of suitability for further teaching in the course
- support from the coordinator and tutors provides upskilling of tutors, which gives them more flexibility and provides a network of support to students in childcare studies
- students from remote areas can carry out most of their learning in that area, attending Wimmera Institute for four days every six months or so, which they can manage. They also develop a local support network with the industry-experienced tutor.

Size and Scope

- 250 students require a tutor for a minimum of 3 to 4 placements, perhaps incorporating up to 6 to 8 site visits
- approximately 20 potential tutors per full day workshop session for information and assessment for suitability—these workshops are run on a needs basis as indicated by enrolments in distance study
- the workshops are run at a central regional location.

Features

- tutors can be trained for integration into the childcare studies teaching program
- remote area learners can undertake quality study in their own location, with only brief attendance at the institute; enrolments are set up with video information session, written form and interview process
- the resources package and case study approaches to the weekend workshop provide the tutors with solid practical skills.

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BlueLine Laundry Frames the Future

Context

BlueLine Laundry is a private training organisation which is a commercial laundry. Following the 1989 pilots strike, BlueLine Laundry set up a Business Plan, which incorporated training as a central philosophy in making the business competitive. Over the last three years, BlueLine has become very sensitive to the importance of training, and has used a range of resourcing funding to access specific action learning approaches for solving literacy and other issues in the workplace. Framing the Future is one of those funding initiatives.

Framing the Future is an ANTA staff development initiative which uses networks and workbased learning approaches to respond to the national training framework and find methods of implementing it in the workplace.

The Problem

The laundry has to continue the training momentum, and using vertical slice action learning teams needs to change the environment from one of quick fix to one of training as an integral part of the continuous improvement cycle and a means to a flexible workforce.

The Solution

BlueLine applied to Framing the Future for funding. Bill Lakos, the Training Manager, set up three action learning groups at BlueLine, and one at Risdon Prison laundry area, to each focus on one issue, and link that issue to relevant training responses. The groups have worked over six months to develop concrete and measurable outcomes.

Snapshot 10

The Outcomes

- BlueLine is establishing a learning culture, first of all through the Business Plan, then with the action learning groups and their close examination of training links to measurable outcomes
- participants are gaining recognition of their training, and developing into a more flexible workforce with higher skills
- BlueLine was declared 1997 Training Provider of the Year by the Tasmanian State Training Authority.

Size and Scope

- 3 action learning teams at BlueLine Laundry—each approx. 3–5 members
- 1 group at Risdon Prison, in the laundry section
- the groups within the Framing the Future initiative have worked with a coordinator/facilitator, over approximately six months.

Features

- selling training to middle management—incorporate with adding value to production, giving measurement of performance related to training
- to keep up momentum the action learning groups need small steps and concrete outcomes; change takes longer than a few months
- image or status of training can add to business

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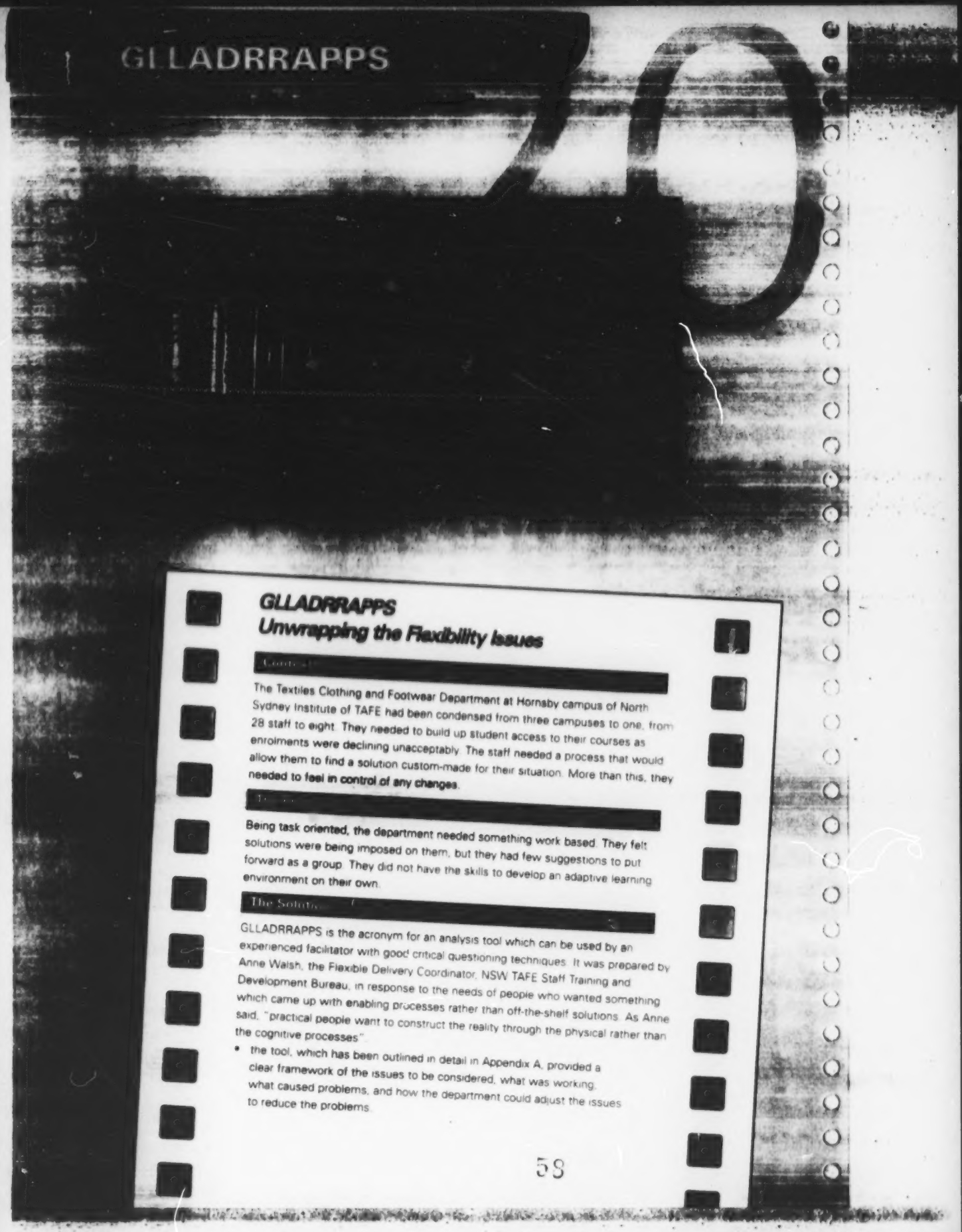

GLLADRRAPPS
Unwrapping the Flexibility Issues

Context

The Textiles Clothing and Footwear Department at Hornsby campus of North Sydney Institute of TAFE had been condensed from three campuses to one, from 28 staff to eight. They needed to build up student access to their courses as enrolments were declining unacceptably. The staff needed a process that would allow them to find a solution custom-made for their situation. More than this, they needed to feel in control of any changes.

Issues

Being task oriented, the department needed something work based. They felt solutions were being imposed on them, but they had few suggestions to put forward as a group. They did not have the skills to develop an adaptive learning environment on their own.

The Solution

GLLADRRAPPS is the acronym for an analysis tool which can be used by an experienced facilitator with good critical questioning techniques. It was prepared by Anne Walsh, the Flexible Delivery Coordinator, NSW TAFE Staff Training and Development Bureau, in response to the needs of people who wanted something which came up with enabling processes rather than off-the-shelf solutions. As Anne said, "practical people want to construct the reality through the physical rather than the cognitive processes".

- the tool, which has been outlined in detail in Appendix A, provided a clear framework of the issues to be considered, what was working, what caused problems, and how the department could adjust the issues to reduce the problems.

The Outcomes

- the department has started with a workshop based approach, rather than the more favoured action learning group, in response to their need to introduce changes quickly
- the action learning groups trialled in North Sydney Institute before have been successful, but over a period of time where issues can be explored further.

Size and Scope

- for the TCF Department, there are eight people involved in the workbased learning group. However other departments at both North Sydney Institute of TAFE and the University of Technology, Sydney have also trialled the tool
- Its success depends on a skillful facilitator/questioner, who is able to develop a non-threatening environment by its step-by-step approach.

Features

- practical tool which suits work-based approaches
- able to use a range of staff development resources, such as EPIFLO (see Profile 1) after having gone through the process of careful analysis of what is offered in the department or group and how it could be improved
- team-building by positive exploration of the group's options step by step.

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Queensland's
Virtual Staff College

Fact File

Queensland TAFE is currently establishing what is known as the Virtual Staff College, to provide staff development in flexible training and the application of online technologies, to TAFE teachers across the state.

This large scale initiative will see between 240 and 300 teachers, in action learning teams, complete the University of Southern Queensland's Graduate Certificate in Open and Distance Learning. Delivery of the program will be entirely online.

The aim of this initiative is to train a large body of teachers to be able 'to drive competently in a quality virtual campus environment'.

- use of action learning teams working on a real project as the focus for learning
- work based staff development which will realise both institute benefits and a formal qualification for individuals
- substantially web-based program for entire Graduate Certificate.

The project commenced in October 1997, and will run through most of 1998.

Total project costing is approximately $1.3m. The value to individuals for their USQ enrolment fees is $2,250. In addition, project teams receive up to $3,000 for product development, and teams may receive computer hardware and software support.

Context

Queensland is a huge state with a widely dispersed population in Australia. It has always had a geographical problem in serving training markets. A range of solutions has been attempted over the years, but none using the potential of the internet.

It is not a simple matter however to move to large scale application of online technologies for training delivery.

This project will provide some of the foundation for the transition to a greater use of online technologies in flexible delivery. Project Manager Peter Whitley says, " The project will upskill a large number of professional and administrative staff right across the state. It will also produce training products for future delivery, and improve local level infrastructure. The greatest gain I am sure will be an attitudinal change. Unless there is the attitude that flexible training should be embraced and made mainstream little will change".

Delivery

- TAFE Queensland has entered a partnership with the University of Southern Queensland (USQ) to deliver its innovative Graduate Certificate in Open and Distance Learning for nominated TAFE institute teams. TAFE institutes have set up action learning teams, some of which will be intra-institute
- the mode of delivery of the USQ program is very innovative. The Graduate Certificate is its first 'substantially web based' program. Jim Kemp the USQ course manager says, "It is a flagship for the USQ. We received a grant from AT&T to trial high end technology use which we are applying to this course. It is intended to be an example of good practice in online flexible delivery for the university, and drive more general change"
- in line with the work based focus of the staff development, all institute teams will complete, in addition to theoretical modules on various aspects of flexible training, an independent project. Peter Whitley sees this module as exciting. "Teams will be able to apply their skills to a local institute business priority. Many projects will develop products to support flexible delivery of modules, particularly focussed on moving their area of activity to a web environment. The quality of the products will be enhanced through a team effort, and mentor support from USQ staff."

Resourcing the Program

- coordinator across the whole project
- student support mechanisms—technical help desk (via phone, fax or email)
- USQ Connect—online administration, access to student services and departmental newsgroups
- local level infrastructure support—mentors, software upgrades, offline study time.

Numbers Involved

80 teams of TAFE Queensland staff, both inter-institute and intra-institute teams. A total of between 240 and 300 staff.

Positive ***Outcomes***

Attitudinal change
Understanding how online technologies can be appropriately applied to training delivery will result in staff being keen to implement those technologies.

Skilled personnel in the field
Interactions occur between industry and training providers in the field rather than at head office, and there will be a critical mass of skilled teachers and trainers ready to apply online services in delivery for industry.

Online infrastructure
There is already an online infrastructure in TAFE institutes so that teachers and trainers can efficiently and cost effectively produce learning materials for online delivery.

Some ***Barriers, Solutions*** *and* ***Issues***

Time management
There is difficulty in allocating time for online learning.

- however, the staff development teams are being supported technically and educationally, and will have dedicated time for their work. Each team is supported by the institutes.

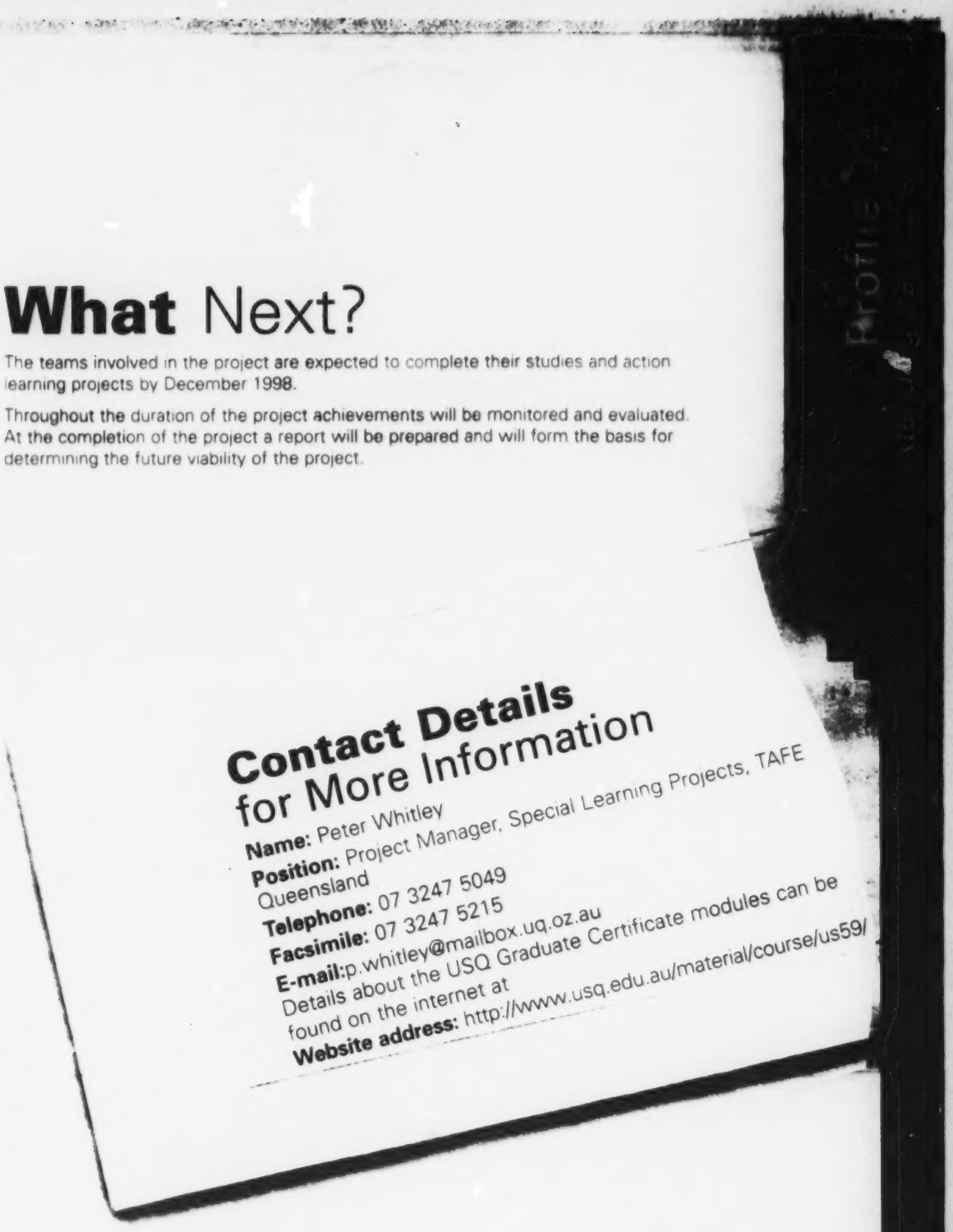
In process of development
The program has just been set up, and there are no results as yet in relation to the success or otherwise of the online modules.

- there will be a report on completion of the project. It could be worth visiting the web site regularly.

What Next?

The teams involved in the project are expected to complete their studies and action learning projects by December 1998.

Throughout the duration of the project achievements will be monitored and evaluated. At the completion of the project a report will be prepared and will form the basis for determining the future viability of the project.



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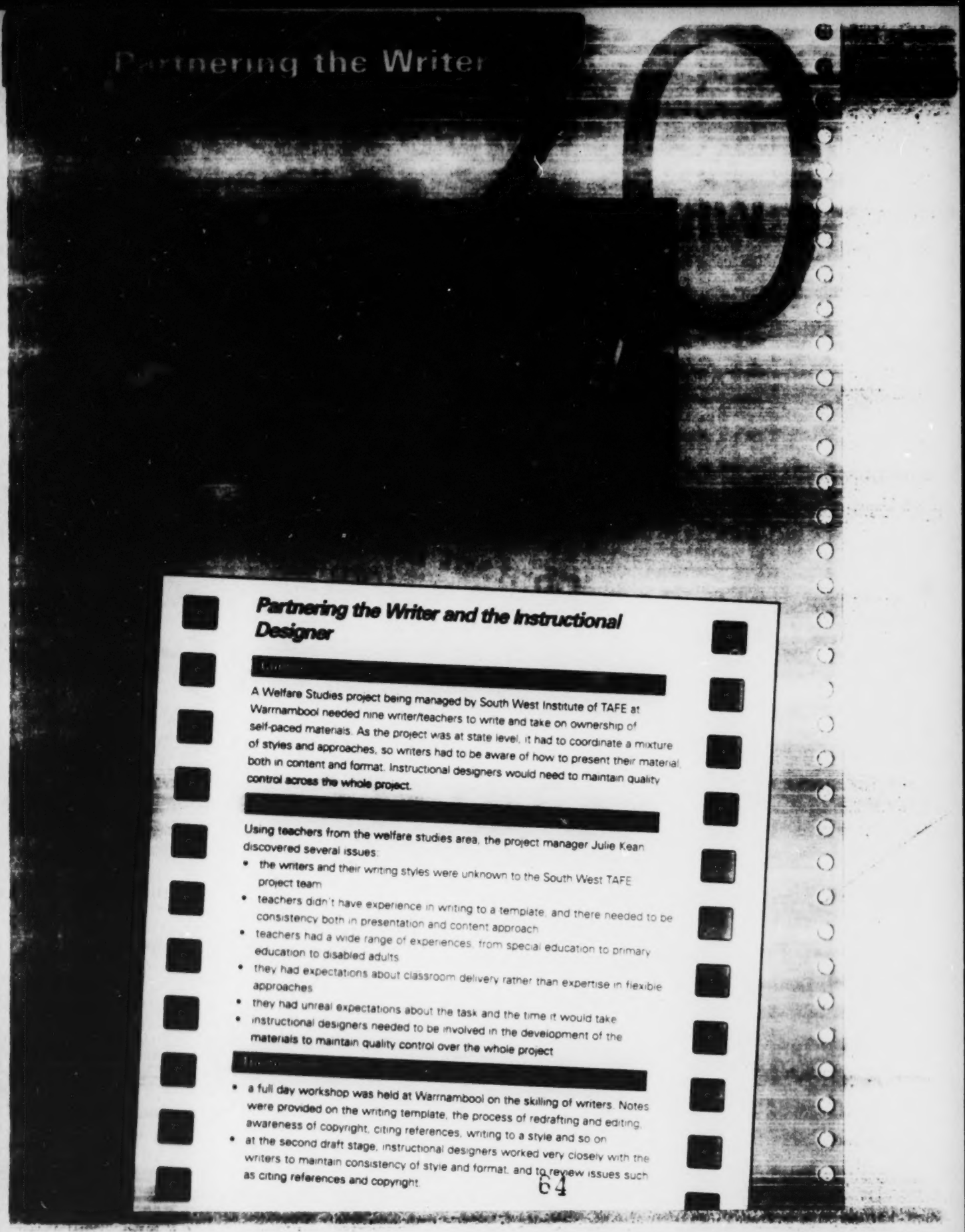
Details about the USQ Graduate Certificate modules can be found on the internet at
Website address: http://www.usq.edu.au/material/course/us59/



Partnering the Writer and the Instructional Designer

[redacted]

A Welfare Studies project being managed by South West Institute of TAFE at Warrnambool needed nine writer/teachers to write and take on ownership of self-paced materials. As the project was at state level, it had to coordinate a mixture of styles and approaches, so writers had to be aware of how to present their material both in content and format. Instructional designers would need to maintain quality control across the whole project.

[redacted]

Using teachers from the welfare studies area, the project manager Julie Kean discovered several issues:

- the writers and their writing styles were unknown to the South West TAFE project team
- teachers didn't have experience in writing to a template, and there needed to be consistency both in presentation and content approach
- teachers had a wide range of experiences, from special education to primary education to disabled adults
- they had expectations about classroom delivery rather than expertise in flexible approaches
- they had unreal expectations about the task and the time it would take
- instructional designers needed to be involved in the development of the materials to maintain quality control over the whole project

[redacted]

- a full day workshop was held at Warrnambool on the skilling of writers. Notes were provided on the writing template, the process of redrafting and editing, awareness of copyright, citing references, writing to a style and so on
- at the second draft stage, instructional designers worked very closely with the writers to maintain consistency of style and format, and to review issues such as citing references and copyright.

The Outcomes

- training Resources and Development Manual being commercially produced by TRENDS for future projects and other needs
- mentoring by instructional designers of editing skills and redrafting process for writers
- copyright and other issues clarified from the beginning
- the writers have been skilled in developing self-paced materials, and can apply these skills to other projects.

Size and Scope

Eight writers worked with the project team at TRENDS at South West TAFE to develop nine modules in Welfare Studies over twelve months

- they were partnered with instructional designers at the TRENDS unit.

Features

- the writers being dispersed across Victoria, were subsidised in travel and time to attend the workshop at Warrnambool—regional location
- the workshop consolidated project requirements and writer needs upfront
- mentoring of the writers by the instructional designers was vital
- in estimating input for self-paced materials, at the most one third of input should be allocated to the writer—the instructional designer and other production team members take on a major role

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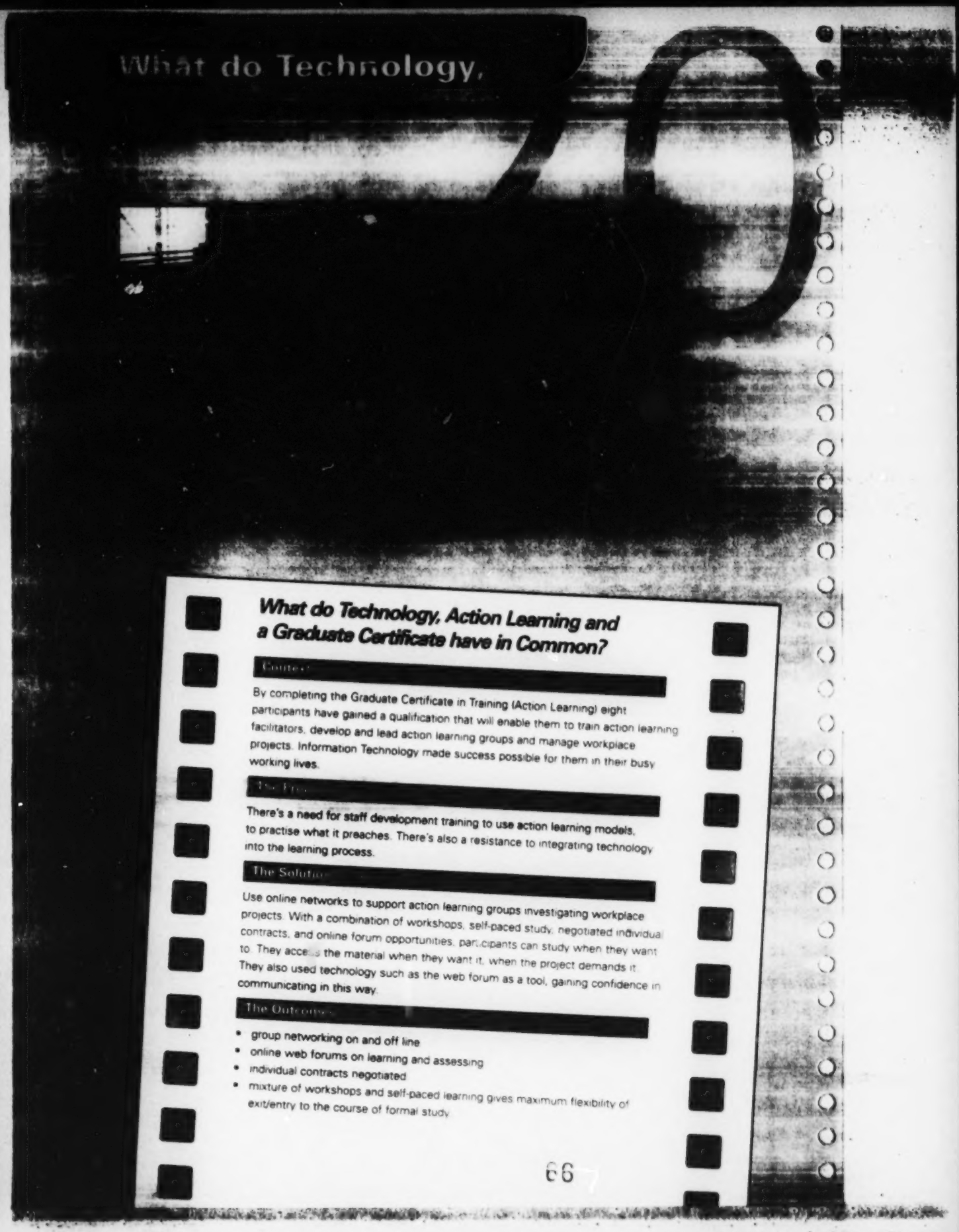

What do Technology, Action Learning and a Graduate Certificate have in Common?

Context

By completing the Graduate Certificate in Training (Action Learning) eight participants have gained a qualification that will enable them to train action learning facilitators, develop and lead action learning groups and manage workplace projects. Information Technology made success possible for them in their busy working lives.

The Problem

There's a need for staff development training to use action learning models, to practise what it preaches. There's also a resistance to integrating technology into the learning process.

The Solution

Use online networks to support action learning groups investigating workplace projects. With a combination of workshops, self-paced study, negotiated individual contracts, and online forum opportunities, participants can study when they want to. They access the material when they want it, when the project demands it. They also used technology such as the web forum as a tool, gaining confidence in communicating in this way.

The Outcomes

- group networking on and off line
- online web forums on learning and assessing
- individual contracts negotiated
- mixture of workshops and self-paced learning gives maximum flexibility of exit/entry to the course of formal study

Size and Scope:

- eight participants worked over 12 months part time, to complete five modules in the Graduate Certificate in Training (Action Learning)
- they used networks, both formal online and informal, to complete an action learning project

Features:

- modelling appropriate flexible learning by using action learning set
- group support both through online and informal links very strong
- participants have a range of motivations: to complete the certificate; to prove professional development has been completed recently; desire to have the facilitation skills to see projects through to completion

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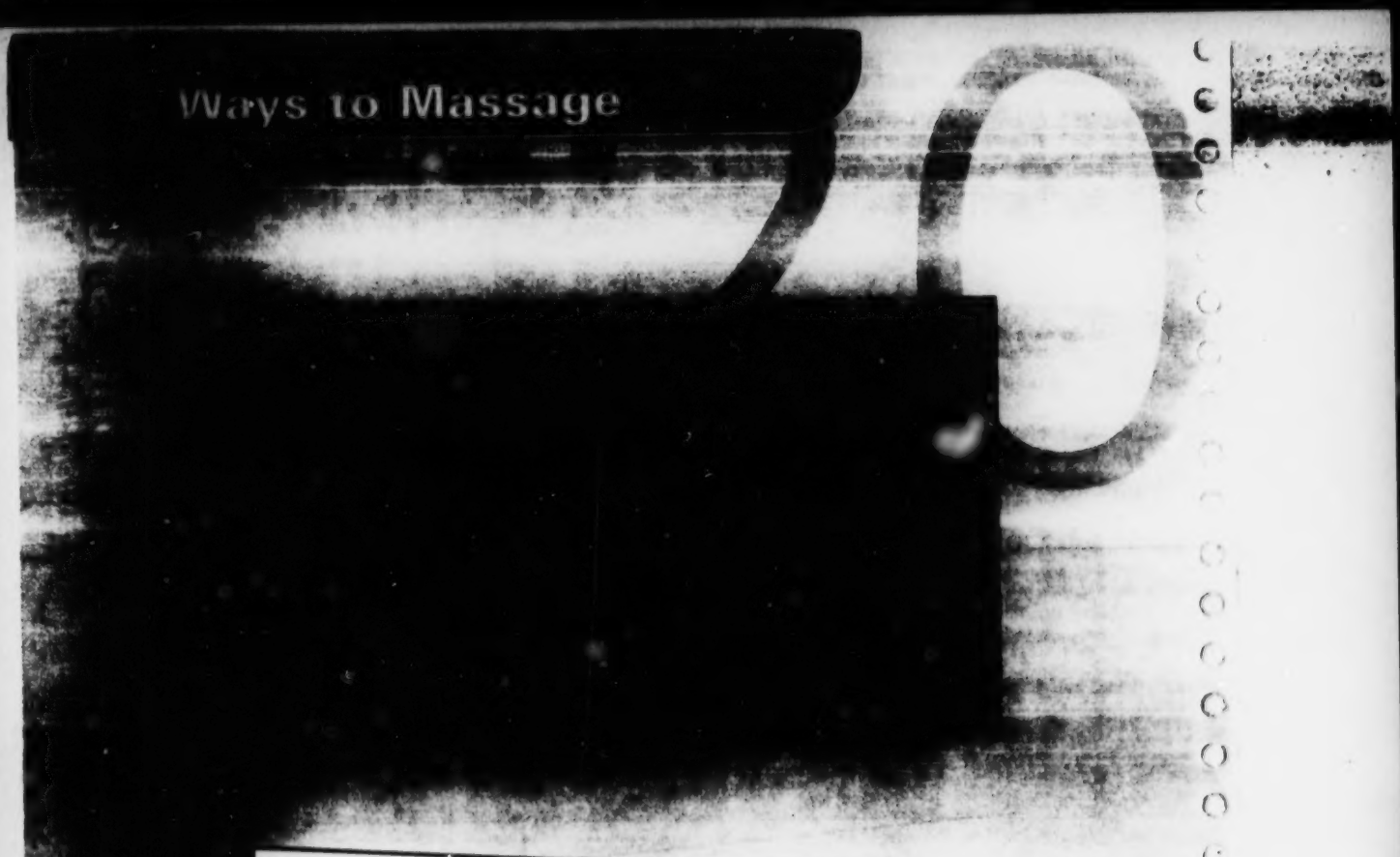

Ways to Massage Teaching and Learning

Context

The NSDC Teaching and Learning modules were being used by South Metropolitan College of TAFE as an induction program, delivered externally. From 1996, the executive was convinced to move towards in-house staff development training. Starting with two job-sharing trainers, there are now two full time positions and a waiting list of participants.

The Problem

New staff appointed don't have a sense of the big picture, and find communication difficult throughout the college. They also need survival skills, and the Workplace Trainer material is overwhelming for them.

The Solution

- at the beginning of each semester, new people are put through the in-house program of Teaching and Learning as an induction
- it's four days face-to-face, plus the written NSDC materials
- there's a mentor, and micro teaching session on the last day
- later on, teachers can go on to Workplace Trainer Category 2, checking out recognition of prior learning as they go
- they have a sense of a career path
- departments find a range of ways to fund it
- in the weekly hours for a teacher, there is an allocation for professional development, so departments can use this to backfill
- the institute encourages sessionals and casual part-timers to participate

The Outcomes

- consistent quality induction in teaching skills
- mentors provide key role—gives training, feedback/acknowledgement to experienced teachers
- financial commitment demonstrates whole college support of professional development
- leads on to interest in Workplace Trainer Category 2 or similar staff development— lifelong learning principle
- fast tracking through the materials using face-to-face workshops.

Size and Scope

- 80 people 1995–6, 95% completed in flexible format
- option to complete package only (low success rate)
- four day program—last day micro teaching session, mentor to assist in completion of written materials—approximately 3–5 hours per participant.

Features

- mentor trained, appointed to specific role
- flexible mode—access it how it suits, but with face-to-face upfront option being strongest
- feedback at mentor and small group level vital—develop on-going links within the college to support those with little teacher training
- adapt current materials by skilled facilitators—no need to reinvent wheels

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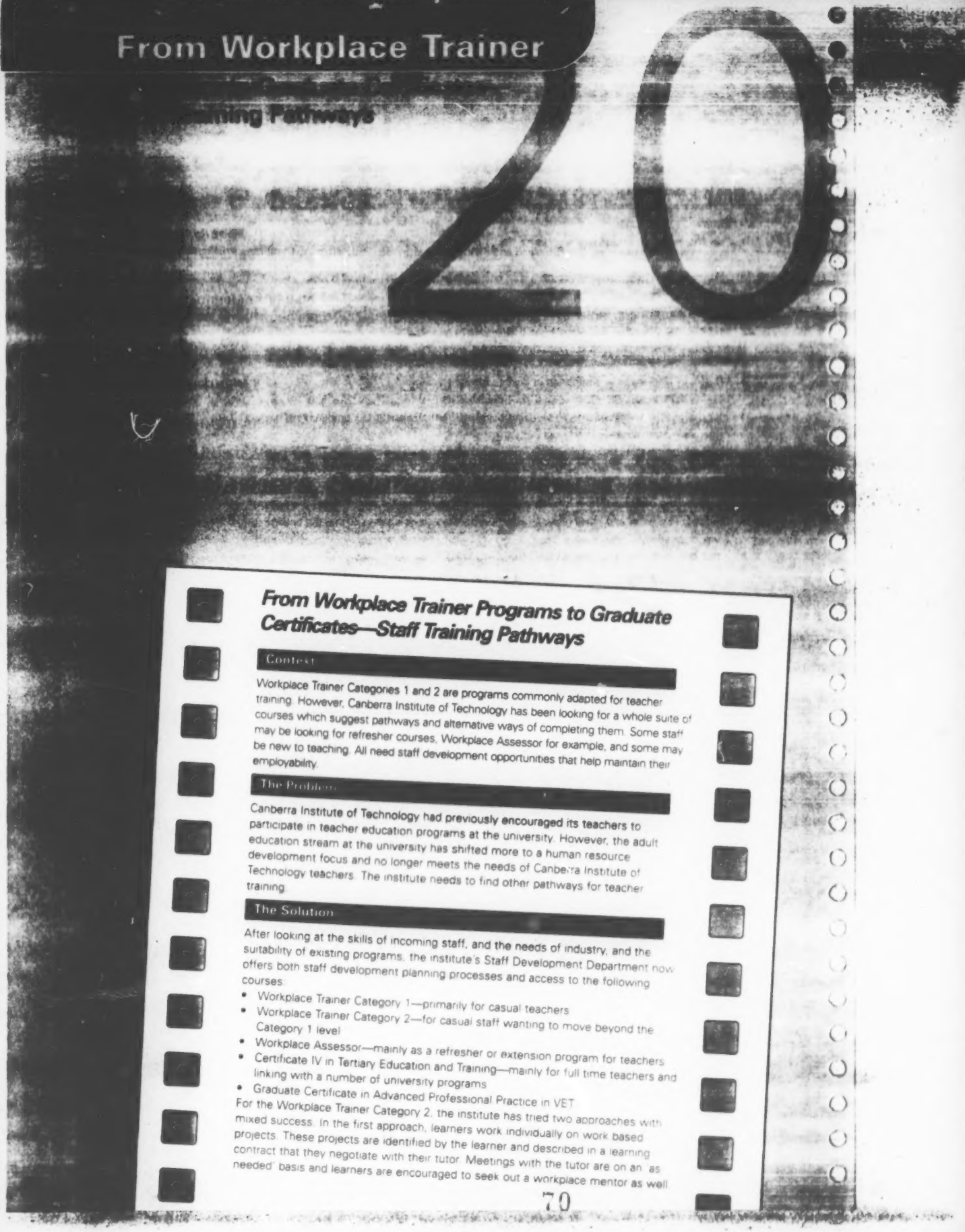

From Workplace Trainer Programs to Graduate Certificates—Staff Training Pathways

Context

Workplace Trainer Categories 1 and 2 are programs commonly adapted for teacher training. However, Canberra Institute of Technology has been looking for a whole suite of courses which suggest pathways and alternative ways of completing them. Some staff may be looking for refresher courses, Workplace Assessor for example, and some may be new to teaching. All need staff development opportunities that help maintain their employability.

The Problem

Canberra Institute of Technology had previously encouraged its teachers to participate in teacher education programs at the university. However, the adult education stream at the university has shifted more to a human resource development focus and no longer meets the needs of Canberra Institute of Technology teachers. The institute needs to find other pathways for teacher training.

The Solution

After looking at the skills of incoming staff, and the needs of industry, and the suitability of existing programs, the institute's Staff Development Department now offers both staff development planning processes and access to the following courses:

- Workplace Trainer Category 1—primarily for casual teachers
- Workplace Trainer Category 2—for casual staff wanting to move beyond the Category 1 level
- Workplace Assessor—mainly as a refresher or extension program for teachers
- Certificate IV in Tertiary Education and Training—mainly for full time teachers and linking with a number of university programs
- Graduate Certificate in Advanced Professional Practice in VET

For the Workplace Trainer Category 2, the institute has tried two approaches with mixed success. In the first approach, learners work individually on work based projects. These projects are identified by the learner and described in a learning contract that they negotiate with their tutor. Meetings with the tutor are on an 'as needed' basis and learners are encouraged to seek out a workplace mentor as well.

The second approach involves learners getting together as a group with their tutor on roughly a monthly basis to discuss progress. Both approaches use the ANTA Workplace Trainer Category 2 module materials.

The Certificate IV in Tertiary Education and Training involves weekly classes. The core and elective structure, and the modes of delivery used for some modules provide learners with some flexibility. Staff seem to prefer this more structured program and all places are always filled. The apparent preference for regular class attendance and more structured programs may indicate that learners are not comfortable with learner-centred approaches, finding that taking responsibility for their own learning to such an extent is too time consuming.

The Outcomes

- staff development plans for teaching departments are based on staff accessing what is needed
- Staff Development Coordinators can help teachers access the appropriate course and can provide recognition of prior learning processes for up to 70% of the course, but with observation of classes to evaluate delivery

Size and Scope

- Category 1—about 65 staff through the program in 1997, delivered with traditional face-to-face approach
- Category 2—about 18 starters in 1997 with 8 completing in flexible mode (use of learning contract, mentor and tutor support)
- Certificate IV in Tertiary Education and Training—about 80 staff in 1997, mixed mode delivery but mostly traditional face-to-face
- Graduate Certificate in Advanced Professional Practice in VET—started in July 1997 with 9 participants, mixed mode delivery with group work and individual inquiry.

Features

- Advanced Skills Teachers and Heads of Department act as mentors
- acknowledgement of the difficulties of flexible learning without a considered approach to the environment of a learner-centred delivery—flexibility to adjust to the learner's needs and requirements is modelled by this staff development
- paths within the staff development planning provide for a range of learning styles and content levels

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Integrating Literacy Working Together

Context

As Western Institute of TAFE covers the western half of New South Wales, it is safe to say that the tyranny of distance is an ever-present problem. Flexible delivery would seem to be very appropriate, but trade, business, welfare teachers (and others!) had been anchored to presenting materials in a classroom. If a learner had literacy or numeracy problems, that person could not really be catered for and could drop out of the course.

Adult Basic Education tutorial support had been given, but an attitudinal shift was required to get a more flexible approach accepted by the teachers, so that 'learning to learn' and a learner-centred approach could be integrated into the delivery.

The Problem

Teachers from places as far-ranging as Cobarr, Wilcannia, Broken Hill, Burke or Dubbo could not readily meet to discuss flexible learning issues. Although they acknowledged the problem of literacy and/or numeracy within their classrooms, they ranged from keen through ambivalent to resistant to the idea of learner-centred approaches to their delivery. The concept of learning to learn had to be developed not as a generic skill supported by Adult Basic Education teachers, but concurrently with the content supported by the teachers, a major cultural shift.

The Solution

Adult Basic Education teachers delivered the accredited course *Working Together* in various ways:

- flexible print-based learning materials supported by face-to-face presentations, campus visits by course coordinators every three weeks, readings and practical teaching activities, reflective activities and phone support
- print-based learning materials completed across two semesters, no campus visits but letters and phone calls (low completion rate)
- over large geographical area using a mix of the above

The Outcomes

- three different modes of offering—higher completion rates with integrated support and some face-to-face components
- targeted teachers include carpentry and joinery, automotive, welfare and nursing, information technology and business services
- improved teaching practices at targeted trade areas eg. design of assessment activities, improved clarity in presentation of tasks in written and oral language
- *flexiLearn*—teacher's handbook—developed as resource.

Size and Scope

- a 42 hour course, *Working Together*—developed by TAFE NSW
- two presenters for 2 x 6 hours
- eighteen teachers x 12 hours release from classes
- course administrative fee paid by Western Institute of TAFE
- travel for presenters and participants paid by colleges.

Features

- development of learner-centred learning culture in the classroom
- improved attitudes from self-selected through to initially antagonistic teachers—interest in developing "learning to learn" skills in students
- improved equity and access to trade courses for learners because of improved language and learning to learn skills.

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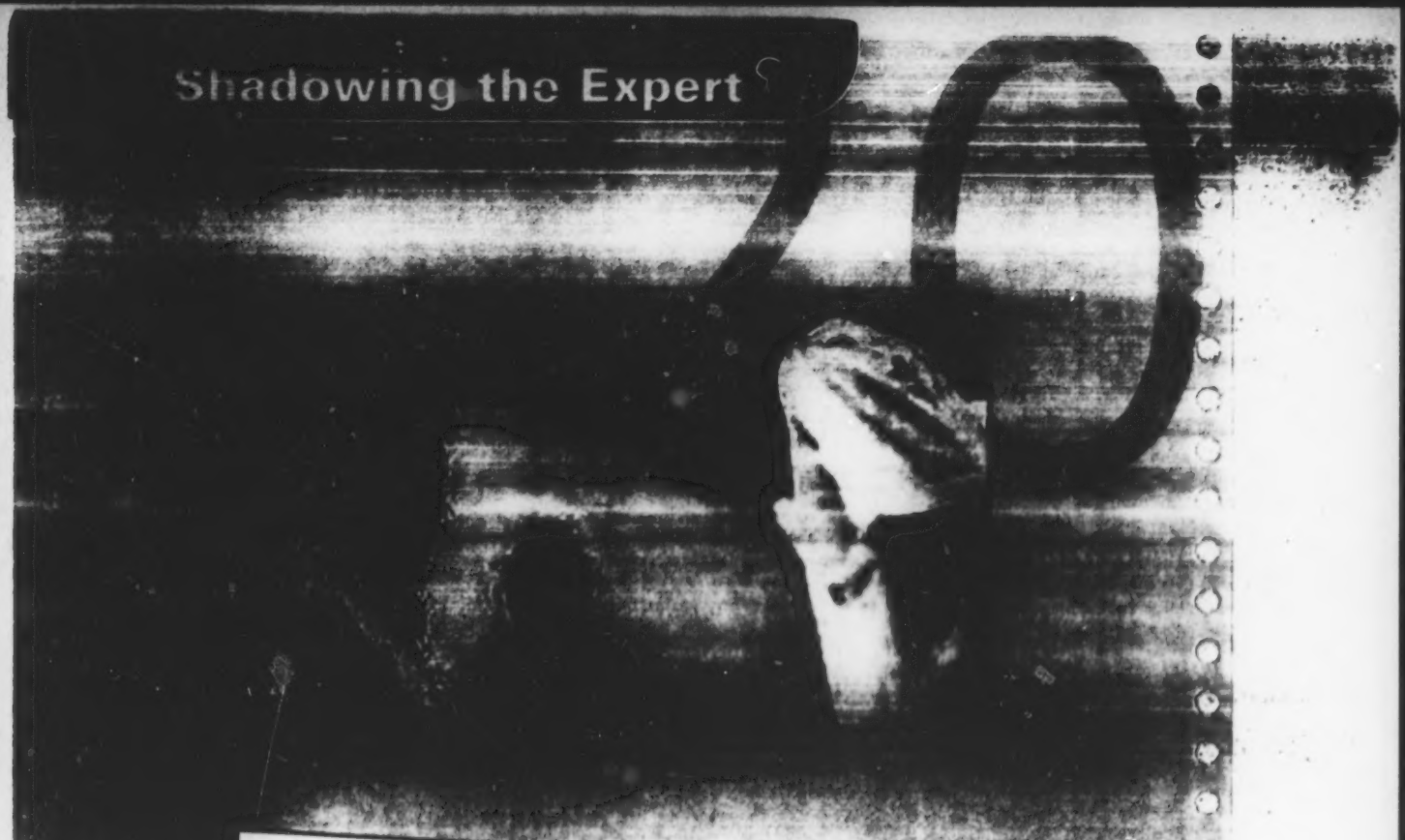
Shadowing the Expert



Shadowing the Expert—Workplace Training

Context

The Brisbane Institute of TAFE has successfully delivered trade training courses for years. Over a period of time these courses have become less responsive to industry needs—they are at set times and to a set curriculum. The new training environment requires mores flexibility, particularly in the area of workplace training. A significant strategic response by Brisbane Institute to the new training environment is the development of training partnerships with employers in metals and engineering businesses, through the new Workplace Learning Centre. Programs directly address National Metals and Engineering Competency Standards, and build in awards. Delivery comprises all or some of: on-campus, in the workplace, self paced, or via computer aided instruction. Assessment involves both workplace and Brisbane Institute personnel.

The Problem

Existing teachers, most with years of invaluable specialist experience, can't be expected to move straight from classroom based delivery. Some dynamic individuals like Brett can, but they are the exception.
The skills needed by teachers in this area include: consultancy skills, costing skills, the knack of identifying relevant competencies for workers in particular situations, and the ability to custom build more individualised training solutions. Brett has demonstrated these skills and is keen to impart his flexible approach.

The Solution

Teachers interested in making the transition, self select, and re-locate to the Centre. They then shadow Brett, or another consultant, through the process of initial contact with an employer, to the 'unpacking' of the training needs, the 'custom building and costing' of the training program, delivery and its evaluation.
The Workplace Learning Centre has developed, and is constantly refining, various tools to assist consultants in program design, costing, and recording of competency achievement.
Bill Martin, one of the shadowers, says: "This has been a very significant experience for me. I feel much more valuable and useful, and respected. I now have new skills very few people have in my industry."

The Outcomes

- the development of a strong training team initially located at the Workplace Learning Centre
- vastly enhanced institutional credibility with enterprises—a combination of responsiveness and technical skills giving a competitive edge to Brisbane Institute of TAFE
- valuable 'change agents' within the institute, to transfer new skills and practices back to their departments.

The Future

Brisbane Institutte has developed strategic partnerships with other TAFE institutes in the implementation of this consultancy training model for metals and engineering. The aim is to offer employers a wider range of training sites, and training content. Staff from these partners come to Gateway campus for the shadowing experience. Teachers from other disciplines such as horticulture are learning the skills and approach.

As Brett commented, "We are very careful not to build an alternative and separate empire here. The people we train go back to their departments, so that the way we work becomes mainstreamed. When the Workplace Learning Centre is no longer needed we'll know we've succeeded."

Size and Scope

- approx. eight in the unit at a time—some from other institutes.

Features

- just in time staff development at its best—when people are ready they can shadow the expert and train themselves by practical experience
- a cost effective, local, informal strategy achieving significant results
- a great partnership model with sophisticated training solutions, recurrent training dollars making a direct impact.

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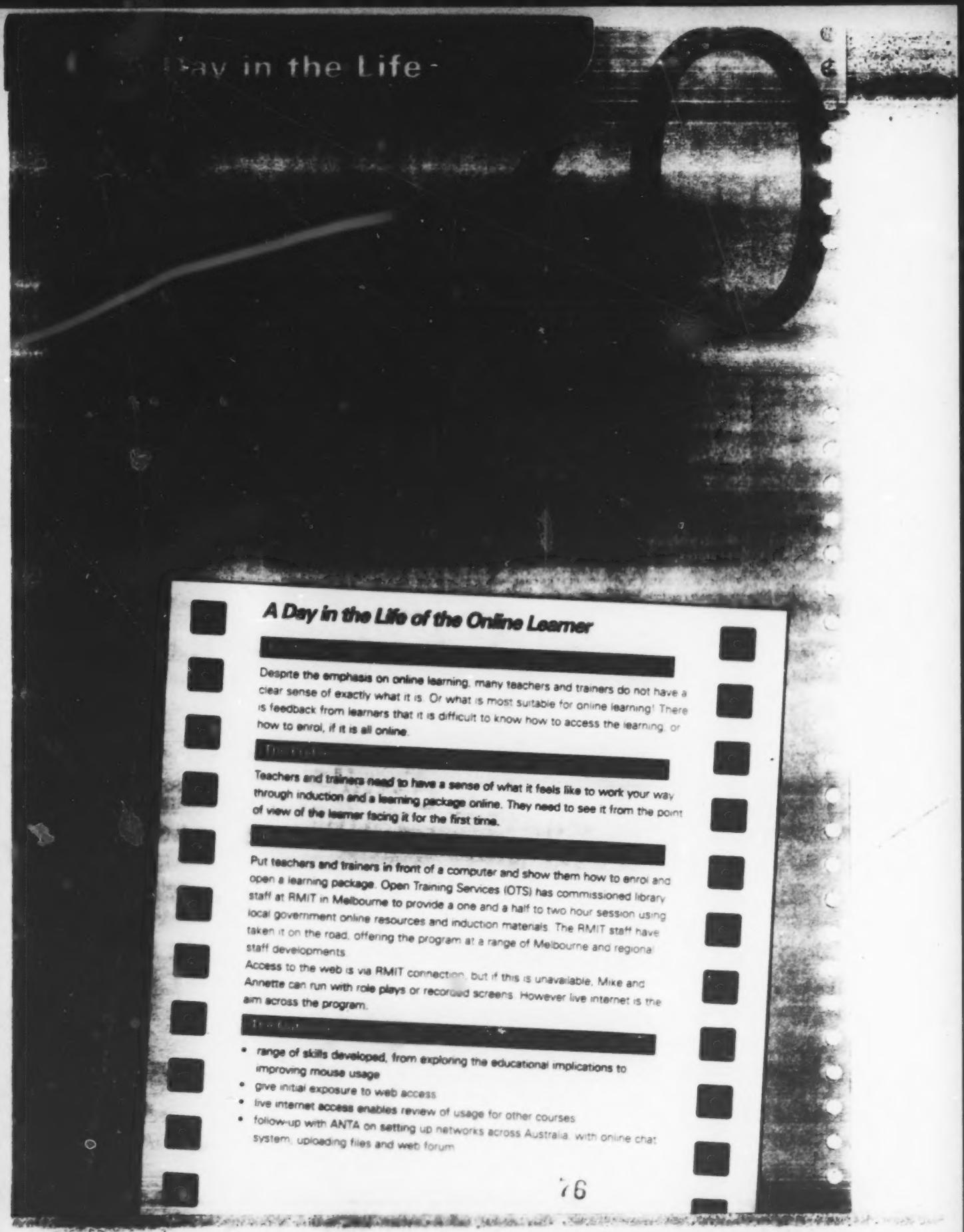

A Day in the Life of the Online Learner

[redacted]

Despite the emphasis on online learning, many teachers and trainers do not have a clear sense of exactly what it is. Or what is most suitable for online learning! There is feedback from learners that it is difficult to know how to access the learning, or how to enrol, if it is all online.

[redacted]

Teachers and trainers need to have a sense of what it feels like to work your way through induction and a learning package online. They need to see it from the point of view of the learner facing it for the first time.

[redacted]

Put teachers and trainers in front of a computer and show them how to enrol and open a learning package. Open Training Services (OTS) has commissioned library staff at RMIT in Melbourne to provide a one and a half to two hour session using local government online resources and induction materials. The RMIT staff have taken it on the road, offering the program at a range of Melbourne and regional staff developments.

Access to the web is via RMIT connection, but if this is unavailable, Mike and Annette can run with role plays or recorded screens. However live internet is the aim across the program.

[redacted]

- range of skills developed, from exploring the educational implications to improving mouse usage
- give initial exposure to web access
- live internet access enables review of usage for other courses
- follow-up with ANTA on setting up networks across Australia, with online chat system, uploading files and web forum

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Snapshot 19

extending training skills

Size and Scope

- eight sessions were run in 1997, with 12–20 people at each. Approx. 1½ hours each session
- folders are distributed containing training program details, also range of articles on the educational implications of using the web.

Features

- hands-on exploration from vantage point of the learner
- short and very accessible
- able to see potential for how resources work on the web

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Kate Pashley, the coordinator of the initiative for internationalising the curriculum

Fact File

In 1996, RMIT University obtained funding from the Commonwealth Staff Development Fund to set up groups which would support the university's policy commitment to internationalisation of the curriculum, people and locations. The university opened up places to the TAFE sector (contributing funding), and three groups were established to focus on curriculum, resources and cultural issues respectively. A conference at the end summarised and published the findings.

In 1997, the university committed further internal funding to continuing the process, and participants took the process further by working in pairs with related courses across Higher Education and TAFE. The pairs have been supported by four to five workshops on specific areas during the semester, as well as regular meetings for which they have time release. Each group defines its issues and must report back to the relevant departments. Their focus is working on internationalising for the benefit of their graduates, including Australian born students.

- grass roots involvement in change both to curriculum and to cultural attitudes
- focus on how to affect student/graduate outcomes in broader cultural sense

- 1996—full year, feeling the way as the project developed, 80 people in both Higher Education and TAFE
- 1997—one semester, 20 people working in pairs including Higher Education and TAFE.

- total time allowance of approximately 2 weeks backfill—say $2500 per participant
- support in administration, resources, coordination, liaison and 5 x 2 hour workshops on specific topics—estimate 2 days per week for semester.

Context

As part of its policy, RMIT University incorporates internationalisation of teaching, curriculum and locations into its vision. Within an already multi-cultural population, graduates also need to be prepared for a global world, and to be familiar with Australia's regional environment. As Aulakh et al stated, "An internationalised curriculum aims to produce graduates capable of solving problems in a variety of locations with cultural and environmental sensitivity." (See the group's report *Internationalising the Curriculum across RMIT University* on the web site indicated at the end of this profile.)

To translate this policy into action at the course level it was felt that grass roots input and discussion was required. Thus the university applied for funding from the Commonwealth Staff Development Fund, and contributed more funding in the following year, to establish groups which would be nominated by departments. These groups were to research how to internationalise their specific curriculum areas, and to develop a framework which embeds internationalising processes into curriculum areas and provides international perspectives in mainstream curriculum.

The groups met over a year. Their work shaped the continuation of the project across a semester of a second year when pairs examined course areas shared by Higher Education and TAFE. Reporting back to their departments they worked towards embedding the team's energies and cultural sensitivity into the departmental curriculum approaches.

Resourcing the Program

- realistic time release funding to backfill group members for weekly meetings
- coordinator/facilitator
- administrator to problem solve, liaise and resource
- forum or initial workshop
- 4–5 workshops approx. 2 hours every 4 weeks or so, on specific issues
- proforma for planning purposes and activities to maintain group focus.

Delivery

- initial workshop/forum to establish the groups and their planning
- 4–5 workshops, run every 3–4 weeks, to pick up and develop issues starting from comparative professional practices, through differences in values and assumptions within each department, to international perspectives in mainstream curriculum
- these provided broad brush motivation and perspective
- constant liaison with the coordinator to maintain progress and focus of the groups
- final presentation of findings to all groups, and back to the relevant departments.

Numbers Involved

- 50 in 1996, with approximately 6 coming from VET sector at RMIT
- 21 in 1997, almost all working in pairs, equal VET and Higher Education

Positive ***Outcomes***

Forums on internationalisation
Group members have presented at a range of forums and conferences, as has the coordinator. These include a conference in February 1997 which incorporated grass roots practical responses to internationalising a range of departments. There have also been conference presentations with IDP, Monash University and Edith Cowan University who are interested in the grassroots process.

Working across Higher Education and TAFE sectors
Colleagues sharing course areas have worked together, looking at subject descriptions at both university and TAFE level to include international perspectives.

Moving from a viewpoint of professional practice towards cultural sensitivity
The groups have started from a point of analysing and compiling their own international professional links and networks, and discussing opportunities and requirements for professional practice outside Australia. From here they have moved to the issue of being sensitive to culture both within and external to Australia, in terms of outcomes for their students.

Some ***Barriers, Solutions*** *and* ***Issues***

Sense of direction and purpose for the groups
In 1996, the groups were feeling their way as the process was new to them. They were looking to the facilitator/coordinator to provide answers to how they would shape their group's issues.

- facilitator handed over the process, so that groups took ownership of the outcomes and drove the process
- the groups developed planning processes to keep focus

Time release
In 1996, the groups were given some time release, but not enough to backfill them. Thus they were still needing to commit a lot of their own time.

- more realistic allocation of backfill funding when setting up the project
- facilitator to follow up departmental allocation of time release

Reporting to Departments
Group members, as part of the agreement with their department, were required to report back to their departments the outcomes of the project. This was a very valuable strategy but was not always consistently carried out.

- facilitator needs to follow up reporting processes
- individuals still felt authorised to make changes, but worked directly with each other rather than a formal reporting process

What Next?

The action reports from 1997 will be presented at an internal workshop at the start of 1998, where a specific website will be launched.

Kate Patrick will be reporting to management.

The process will be integrated into the mainstream quality processes, so that new courses will be checked for internationalisation.

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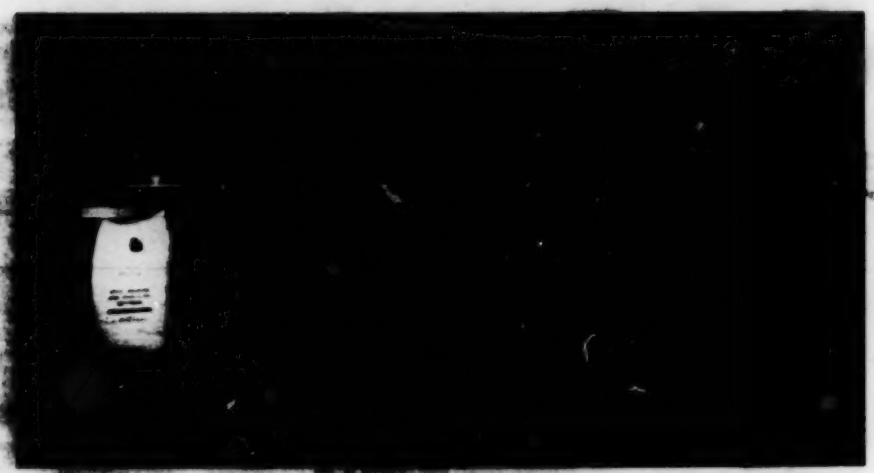
Reports on internationalising curriculum developed by 1996 groups:
http://www.rmit.edu.au/departments/epi/report.html
http://www.rmit.edu.au/departments/epi/InterUni.html

Smart Staff Development



A seminar in progress.

Fact File

Description

The *OTEN Seminar Series* consists of six seminars conducted by the Open Training and Education Network (OTEN). Each seminar is presented twice—first to commercial clients and then to OTEN employees. The seminars are on issues related to flexible learning and they model the technologies and methods of delivery through the seminar conferencing methods used. Topics range from the impact of leading edge technologies to partnerships in learning using global collaboration.

A number of positive outcomes have directly resulted from the *OTEN Seminar Series*. The series is a commercially viable project, presents a high profile for OTEN in the industry of education and technology and provides upskilling for staff within OTEN.

Features

- international links explaining overseas research and usage of various technologies
- fantastic value as staff development—experiencing use of leading edge technology
- excellent opportunity for cross sector networking

Timelines

Individual seminars planned three months in advance and are scheduled over a full year. Advertising is used for both public and internal audiences.

Resources

- facilities—access to leading edge conferencing technology—aim is to demonstrate use of at least one technology tool each seminar
- staff to coordinate (one full time coordinator, liaison with network of speakers/presenters, administration and publicity)
- labour—outsource catering, printing, graphic design, packaging and posting

Context

The Open Training and Education Network (OTEN) is a training provider under the auspices of the NSW TAFE Commission and is the largest provider of distance and flexibly delivered vocational education and training programs in Australia.

Pam Birkett coordinates the *OTEN Seminar Series* for both the public and OTEN employees. Topics include technology issues (such as internet/intranet or technology to support flexible learning) or other flexible delivery issues (such as skills for instructional designers or facilitators, or the globalisation of learning).

The *OTEN Seminar Series* consists of six seminars held throughout the year with each seminar repeated for two different audiences. The first is a public seminar, which includes TAFE personnel, schools, universities, private providers and industry. The second is run in exactly the same way, for the staff at OTEN. Each seminar models how to use technology and support services for flexible learning, as well as keeping staff up-to-date on technology issues statewide, nationally and internationally.

Resourcing the Program

- coordinator with a strongly established network, publicity, administrative and technical support—can use small team, outsource or buy in other needs such as catering etc
- facilities—capacity for approximately 80 participants, technology for high quality, professional presentation using a full range of tools, including high computer memory for videoconferencing etc
- extensive and thorough liaison with all speakers/presenters, including trial use of facilities as required
- each session (for both external and internal clients) has external catering
- careful attention given to professionalism of both presentation and publicity materials.

Delivery

- target needs—are designed to make sure there is real value in content and presentation, not technology for its own sake. The sessions run in the early evening, 5–9pm, with communication links to interstate and international speakers/experts where applicable
- the sessions provide practical demonstrations of what can be used flexibly.
- the emphasis should be on identifying what is relevant, rather than just leading edge strategies, and including both low and high expenditure options
- external clients pay approximately $125 per seminar, with discounts offered. The internal clients are supported by staff development funding within OTEN.

Numbers Involved

80 participants per presentation. There are six seminars per year, each of which is presented twice (once externally and once internally). The series has now run for two years.

Positive ***Outcomes***

OTEN at the leading edge
A high profile for OTEN. This is a commercial venture which markets and demonstrates OTEN's expertise and strengths. The program models staff development for support staff multi-skilling. There is ownership of the program at executive level.

Benchmark seminar presentations
This requires a coordinator with strong network, research and liaison skills, so that the sessions themselves run smoothly and are highly relevant. The seminar presentations provide a benchmark for flexible training delivery because of the attention to preparation. Speakers are familiarised with the space and technology, given intensive briefing notes, and encouraged to trial their presentation.

Professional facilities
The excellent facilities at OTEN face constant challenges to maintain currency and be tested as appropriate to flexible delivery, with the use of a range of technology presentation methods to link diverse audiences and expert speakers.

Some ***Barriers, Solutions*** *and* ***Issues***

Development of the program
OTEN has concentrated on the leading edge in presenting the issues of flexible learning. This needs system-wide support to make sure it reaches the appropriate audience.

- the way to reach the audience is both with promotional energy and follow-up persistence.

Organisation of seminars
The seminars are dependent on contingency plans rather than crisis management. One of the obvious areas of concern is the need for expert technical support.

- speakers trial the facilities with the support team which will be operating on the night. This minimises the risk.

What Next?

The program will run again in 1998. The OTEN Seminars will be targetted at similar audiences. Additionally a joint venture will be run with Open Training Services in Melbourne with seminar participants at multiple sites.

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Flexibility in
Developing Leaders

John Rudolph and Gary Filan present the program

Fact File

Description

The Leadership Development for Education and Training Managers Program is a response to the need for staff with leadership skills to guide VET through the challenges of an open marketplace, training packages and user choice. The program includes a week long introductory residential program which covers leadership perceptions, behavioural styles, conflict management techniques, change management, leading teams, strategic and scenario planning and the transformational leader. Following this is a 12 month practicum in which the participant develops and implements an Individualised Professional Development Plan. There is both an organisational and a program mentor, who work through the Development Plan and a reflective journal with the participant. The final five day residential reviews the process, gives more skills-specific sessions and provides ongoing motivation to continue the change process.

Features

- linking with other leaders/managers across the VET system
- intensive residential program fostering reflective processes and self-knowledge—network within the organisation developed if more than one participant is sent
- focus on middle level managers who can lead the change to learner-centred teaching
- successful participants receive a TAFE Graduate Certificate and a US Statement of Professional Recognition

Duration

- over 12 months
- 1 week residential, 12 months with 2 mentors, 1 week residential.

Cost

Total cost approximately $4000 per participant (including residential costs)

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Context

The Director of Western Melbourne Institute of TAFE (WMIT) visited a range of US National community colleges which are facing similar challenges to TAFE and the VET system. In Phoenix, he met Dr. Gary Filan of the Chair Academy for US and Canadian Community Colleges and looked at their leadership program.

The Chair Academy connection led to a joint development of Leadership Development for Education and Training Managers, a US-based program which has been customised for Australian relevance. Initiatives such as the US connection with WMIT could provide opportunities to see beyond the horizon, to get management vision "out of the box" of local conditions and situations.WMIT saw the need to develop strategic management at the middle level, as the institute had been combined from four TAFE colleges and needed to ascertain future directions and strategic responses to the challenges. The program had been well researched, and aims to devolve change management to the individual, within an international context—a mixture of practical individual skills and big picture strategic overview.

Resourcing the Program

- highly-skilled facilitator from USA
- other facilitators from VET system
- resource material linked to residential workshops
- program-wide mentor
- individual mentors within organisations
- residential location for 2 weeks.

Delivery

- initial five day residential course covering leadership issues—vital to change mindsets and set up motivation for individuals and their strategic goals, to get people out of their boxes and into a more global view
- 12 months mentored practicum developing an Individualised Professional Development Plan, which identifies specific leadership skills and traits which may need to be learned, changed, modified and enhanced. There are two mentors—a workplace mentor to provide support during the process, and a program mentor to support both the participant and the mentor
- practicum journal is developed to encourage reflective thinking processes
- closing five day residential Leadership Development session, involving review of the process and practical training for ongoing leadership.

Numbers Involved

- five programs have been run, averaging 60 people per course, every half year
- participants drawn from WMIT and other Victorian TAFE institutes, interstate and overseas.

Positive ***Outcomes***

Leadership qualities
The program raises the profile of leadership, and encourages the active strategist as a leader. It works well as an organisational development tool, opening up the management culture to a team-based and strategic or big picture approach.

Developing a learning organisation or community
The questioning of the current VET system and the role of leaders within it is up-front, and the five day initial residential builds vital networks and support for middle managers. The reflective and highly individual process then opens the managers to interpretation of their new knowledge. This process enables time to move to strategic mindsets such as the learning organisation and tenets of flexible learning.

Internationalisation
The challenges facing the VET sector are global, and strategies such as exchange programs or travel fellowships have grown from this program. Some Australian participants have undertaken part of their program in the US. Partnerships are developing, sharing possible solutions.

Some ***Barriers, Solutions*** *and* ***Issues***

Cost and time
Participants (and their organisations) need to contribute two full weeks.

- the process is embedded in their work throughout the 12 months, and the learning community set up at the first residential is a model and support for further reflection and learning.

US-based program and its applicability to Australia
There are some US elements of the program, which may not suit Australian conditions.

- the program has been strongly researched with middle managers, and customised for Australian leaders.

What Next?

The program will be running again in 1998, and will continue as long as there is a demand. Participants have been nominated by TAFE institutes within Victoria and across other states, with specific programs also set up, such as a recent one for Northern Territory University. There has also been interest expressed from South East Asian participants, and the program could be customised for this market.

There are plans for a quarterly Leadership Journal, an annual conference and an electronic Leadernet web site. There is also a local chatsite, and there may be potential for a virtual platform for the Individualised Professional Development Plans.

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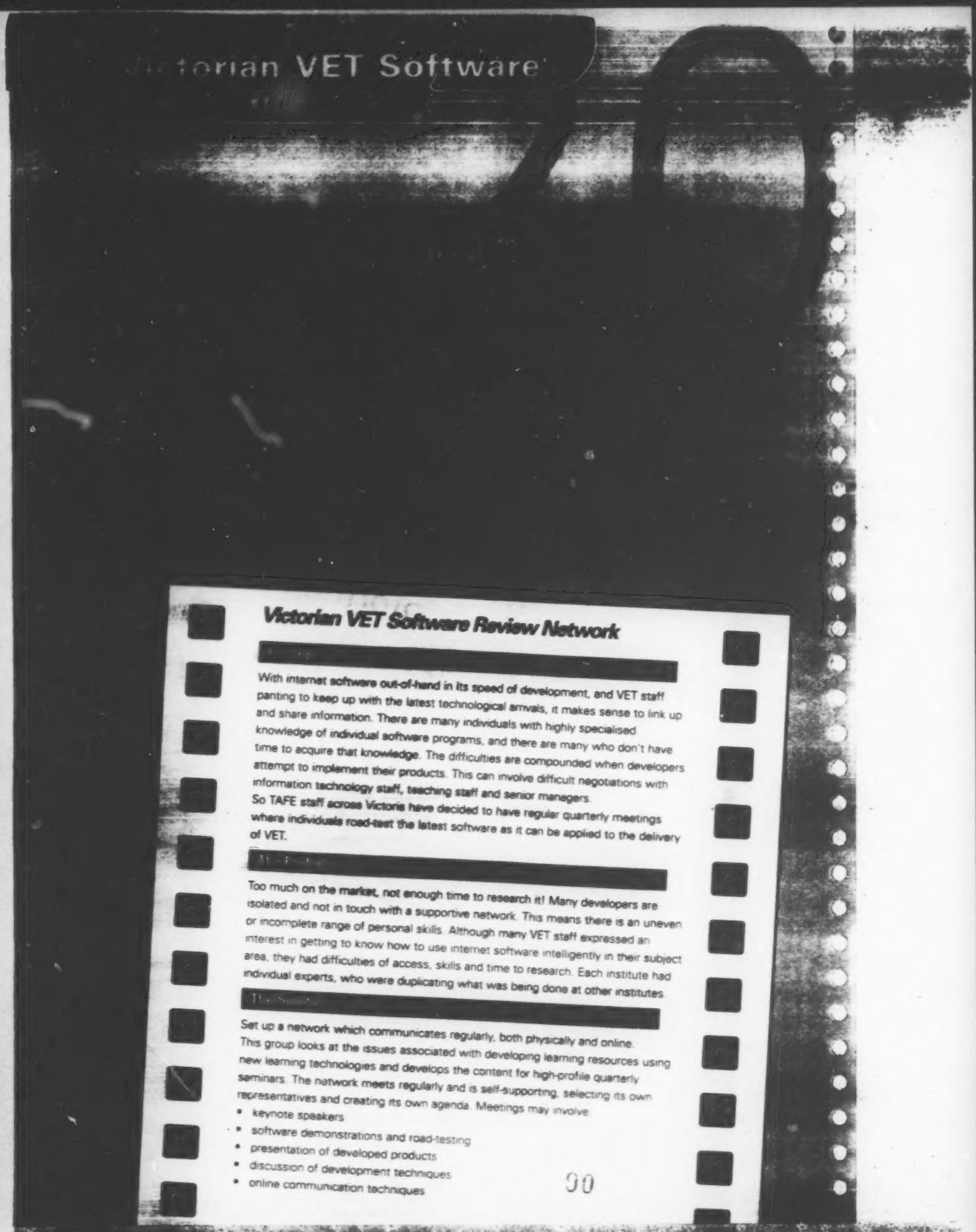

Victorian VET Software Review Network

With internet software out-of-hand in its speed of development, and VET staff panting to keep up with the latest technological arrivals, it makes sense to link up and share information. There are many individuals with highly specialised knowledge of individual software programs, and there are many who don't have time to acquire that knowledge. The difficulties are compounded when developers attempt to implement their products. This can involve difficult negotiations with information technology staff, teaching staff and senior managers.
So TAFE staff across Victoria have decided to have regular quarterly meetings where individuals road-test the latest software as it can be applied to the delivery of VET.

Too much on the market, not enough time to research it! Many developers are isolated and not in touch with a supportive network. This means there is an uneven or incomplete range of personal skills. Although many VET staff expressed an interest in getting to know how to use internet software intelligently in their subject area, they had difficulties of access, skills and time to research. Each institute had individual experts, who were duplicating what was being done at other institutes.

Set up a network which communicates regularly, both physically and online. This group looks at the issues associated with developing learning resources using new learning technologies and develops the content for high-profile quarterly seminars. The network meets regularly and is self-supporting, selecting its own representatives and creating its own agenda. Meetings may involve:

- keynote speakers
- software demonstrations and road-testing
- presentation of developed products
- discussion of development techniques
- online communication techniques

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At very well attended quarterly seminars presenters demonstrate their findings and debate how useful the applications are.

This is proving a very effective method of bridging the gap between the software and potential users in teaching departments.

The Outcomes

- quarterly seminars
- network members kept up to date on the latest software trends—e-mail programs, chat forums, browsers and so on
- network helps the less technologically confident to get involved and learn the jargon.

Size and Scope

- the network has approximately 30 members, from approximately 10 institutes and associated organisations within the VET system in Victoria
- there are 60 to 90 delegates at the quarterly seminars. These cost around $3000 to run
- Open Training Services provides funding to maintain these as well as having provided seed funding to establish the network group.

Features

- just-in-time training/information provision
- cost effective seminars—held at a variety of venues
- uses the strategy of educators applying the technologies, which VET staff identify with.

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Multimedia and

Multimedia and Action Learning

Context

Holmesglen Institute of TAFE had submitted a grant under the Australian Vocational Training System for increasing general staff awareness of multimedia. This was not only because there was a use for the tool within the programs at the institute, but also because Holmesglen was planning a high technology facility with 200 PC's, equipped to run CD-ROM programs and move courses towards flexible delivery.

The staff development included two levels of awareness—general information about how multimedia fits into course development, and specific training for ten people in the use of Toolbook. The people doing the specialised training in Toolbook were then to produce multimedia products related to their proposals for a specific course or module.

The Online Resources Development and Access Centre was set up with two teachers who had developed their own skills in the area, to provide mentoring for the process, as well as commercial activities in the multimedia area.

The Problem

Across an institute with approximately 1000 staff small groups of staff from diverse areas needed to develop multimedia expertise. They had content knowledge, module writing skills and were not afraid of technology, but their exposure to planning and graphic design for multimedia was minimal.

The Solution

Phase in four levels of staff development:

- seminars/workshops were held for approximately 60 interested staff for introduction to multimedia and its tools
- twenty staff from all areas of the institute were given more intensive Toolbook training
- ten staff submitted successful proposals for development of a nominated national curriculum module into multimedia format
- the ten were given notebook computers, and support from the Online Resources Development and Access Centre, as well as workshops by RMIT experts on topics such as storyboarding and conceptualising.

At the end of 12 months, there were ten prototypes for development into full multimedia programs.

During 1997 the multimedia development has been refined, with further skills development in graphic design and programming to ensure the high quality of products.

The Outcomes

- more general awareness across the institute of how multimedia formats can support flexible learning
- ten staff across different learning areas with skills in multimedia development
- five products (to date) completed in diverse areas—ceramics, business, building studies, etc—staff involved already starting the next modules
- comprehensive testing and debugging by students has revealed their enthusiasm for this way of learning.

Size and Scope

- sixty interested staff at initial information workshops
- twenty staff given more specific Toolbook training
- ten selected staff working on individual proposals for module development, with support of multimedia unit
- workshops were held every two weeks to support the development, using expert assistance and refining the products
- templates have been developed to ensure ongoing individual skilling in writing for multimedia.

Features

- enthusiasm of staff on completion of the project—embracing of new skills such as storyboarding and graphic design elements in planning multimedia formats
- the support unit has grown into a commercial arm, Holmesglen Multimedia, which has increased specific skills such as graphic design and specific programming in a commercial environment
- templates have been developed which will assist staff who could become more interested in transferring content of modules into this format.

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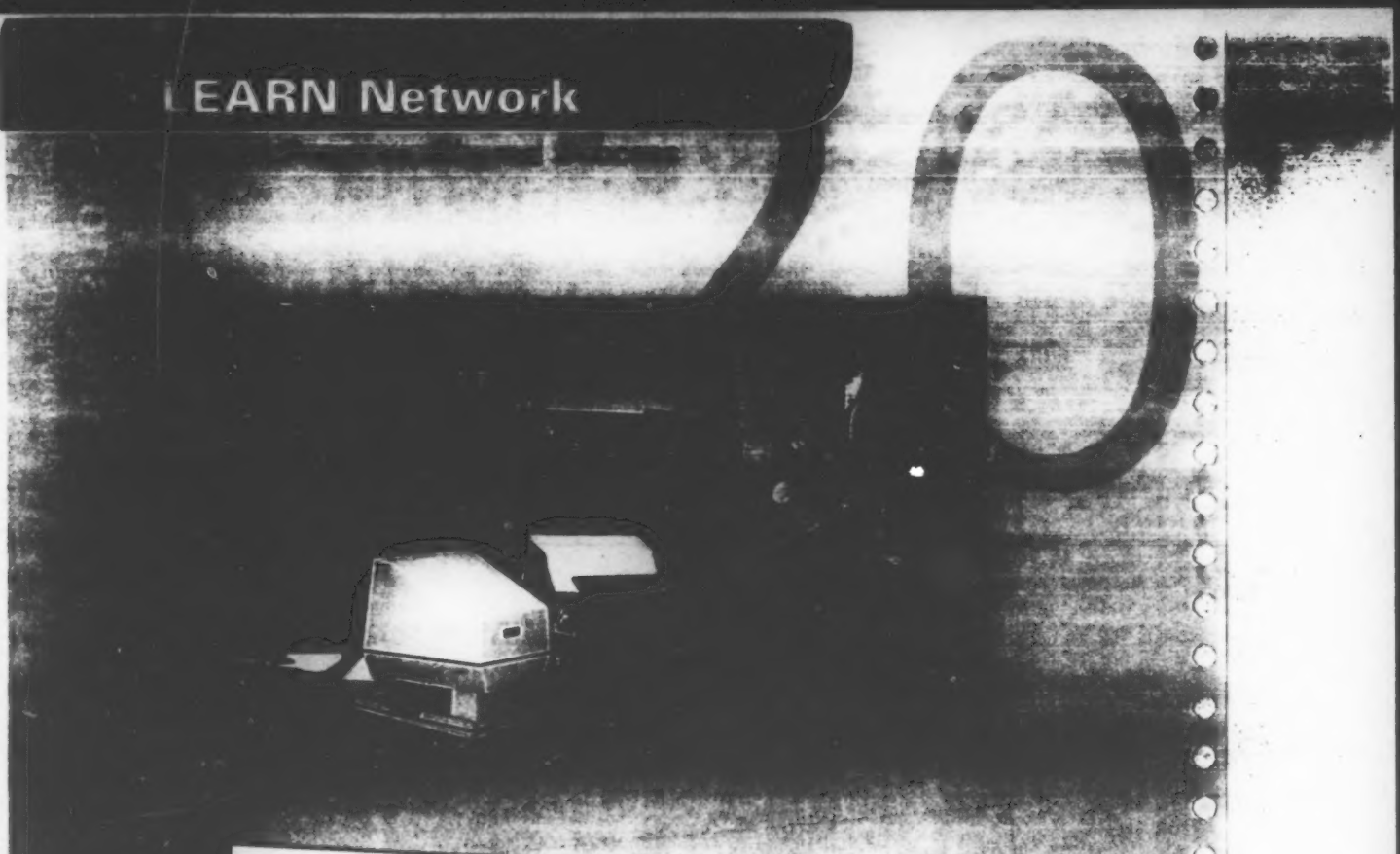
LEARN Network



LEARN Network—Shared Purpose, Shared Success

Context

There is already a strong network amongst learning resource centres across South Australia. Networks also exist in Student Services.

The Problem

There is too little coordination which has involved other players, for instance Student Services, on infrastructure issues related to support for flexible learning. Particularly for regional institutes, there is a strong need for flexible delivery. It's also important to have awareness raising and data collection on the impact of flexible learning on support services and resources.

The Solution

Maintain a statewide network of key players interested in resource support services. The LEARN network has an executive officer and in-house newsletter, plus four general meetings a year. It has a range of subcommittees which generate energy in areas such as staff development and strategic planning. The LEARN network provides active support for expanding online delivery and other flexible learning issues.

- expanding a 'home host' scheme to support flexible delivery across the state (this means an enrolling learner can expect a consistent level of service irrespective of location of those services)
- negotiating an agreed set of services for consistency in educational support for flexible learning
- developing information literacy skills for learners which then impact on teaching/learning programs
- negotiating infrastructure issues across the state in support of flexible learning

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The Outcomes

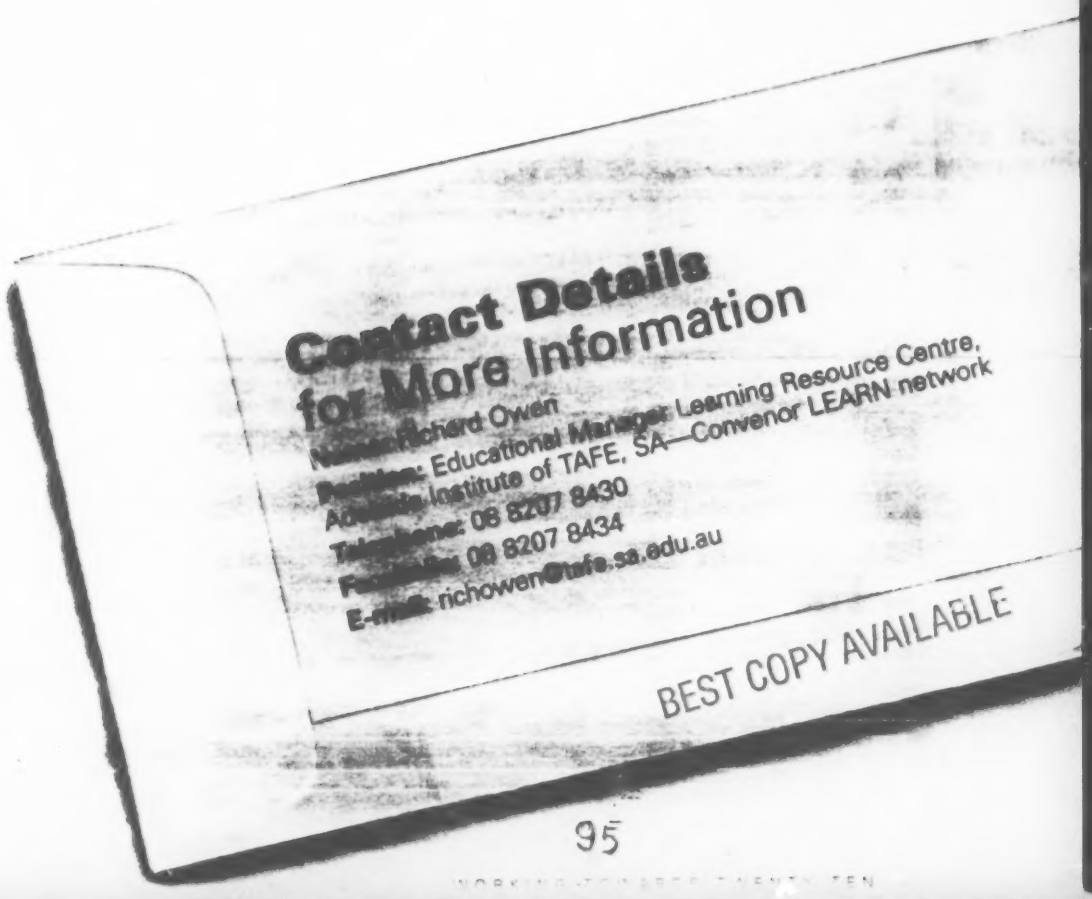
- formalised and supported networks for learning resource centres and student services
- an agreed level of service established for both learning resource centres and student services, with contacts across the whole of TAFE SA
- 'home host' scheme—enrol at home campus, expect consistent level of service irrespective of location
- change emphasis to supporting students in their learning.

Size and Scope

- meetings 4 times per year, 160 people membership on the LEARN network
- workshops provide staff development on issues such as succession planning, mentoring, network links and team decision making.

Features

- inclusive—involves full time, part time, professional and para professional staff
- provides whole network data collection to establish a strong theoretical base to investigate issues of educational support to learners
- involvement in student forums on flexible delivery resourcing issues.



Computerised Staff Induction— Tropical North Queensland

Context

Tropical North Queensland Institute of TAFE is based at Cairns, and deals with remote communities where the family orientation means that a trip to Cairns is not always a realistic option. When there are new staff members to induct, they face the same issues—distance and time. The commercial unit, Myriad Multimedia, has been set up for remote areas delivery with government funds, and is interested in a mix of video, print and computer assisted learning.

There are teachers who provide a central unit to support the 'on-site' remote area teachers, particularly in the assessment area, but those who are on-site need to have clear administrative procedures spelt out, and manage issues such as student services, legislation, disability awareness and occupational health and safety.

The Problem

The remote area teachers need to do the induction program on-site as much as possible, as trips to Cairns are not always practical. They also wish to do it in their own time, and because distance is always a given they are likely to have computer skills which can be utilised.

Management of students in remote areas depends to a large degree on the teacher on-site, so it is vital that they are clear on administrative and resources management issues.

The Solution

Myriad Multimedia, with the assistance of the OH&S and Human Resources units of Tropical North Queensland TAFE, has developed a program which is teacher driven, comprising videos, a computer program and supporting booklets.

They cover:

- occupational health and safety, including accident procedures, manual handling, liability etc —reference to appropriate videos included

- social justice—student services, disability, sexual harassment, anti discrimination and equal opportunity—these include scenarios/case studies
- the program is self assessed and computer tracked, with graphics, video clips, sound effects and humour to maintain interest
- it is available on CD-ROM for Mac and IBM compatible
- it models good practice in developing distance resources for the learners.

The Outcomes

- a computer assisted learning package on CD-ROM
- access by remote area educators to consistent induction processes
- cost effective induction by OH&S and Human Resources units.

Size and Scope

- the program has been extensively trialled with students and staff over two to three months. A trial copy is available with an expiry date
- different TAFE institutes have purchased a copy.

Features

- constant review of areas such as legislation is made easier by the technology
- potential to develop this model in other areas, including learning areas
- financial support by OH&S and Human Resources can be recouped by commercial sale of product.

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GLLADRAPPS

A Practical Tool

The GLLADRRAPPS analysis tool was developed by Anne Walsh in 1995 for use in the Bachelor of Education (Adult) at the University of Technology, Sydney.

For teachers/teachers who are trying to make sense of flexible delivery, this tool gives some very practical advice.

How to do this?
GLLADRRAPPS is an acronym based on eleven elements of a learning environment that teachers can manipulate in order to develop a flexible and adaptive learning environment.

To use GLLADRRAPPS, you will need to:

- examine each element of the existing delivery system
- determine what is being done at present and why
- determine how this encourages or inhibits learners accessing and making best use of the learning opportunity.

From that point, you will be able to see where the problems occur, and you are able to make decisions about which elements of the delivery should be modified, and to what extent. You will also be able to apply it to your own learning.

The tool can be briefly summarised as follows:

G Grouping

L Location

L Learning strategies

A Attendance

D Dependency

R Resources

R Results

A Assessment

P Pace

P Purpose

S Sequence

These are explained in more detail on the next page.

Analysis of Current Situation

G Grouping/Access. An effective learning system begins with the assurance that all prospective students have equal opportunity to access the learning. Once they are enrolled it is important to consider how the students are grouped together. Moving away from homogenous groups of students to individuals or diverse groups often means decreased reliance on direct teaching approaches and increased reliance on independent learning resources and strategies.

L Location. The location of the learning not only impacts on the ability of students to access the learning, but also the media and strategies through which learning takes place. If students and teachers are in different locations then appropriate support and feedback processes need to be considered.

L Learning Strategies. Each student will have different learning preferences dependent upon not only their own learning styles and literacies, but also the content and context of what they are currently trying to learn. Offering learning in the way WE feel most comfortable is not necessarily appropriate for our students/learners.

A Attendance. Students and their employers are becoming more insistent on having the option to enrol at any time of the year (rolling enrolments), enter and exit courses at points other than the beginning and end (open entry and exit) and to attend in a variety of patterns according to work and family commitments.

D Dependency. Dependency on the teacher can vary from student to student and from one stage of learning to another. If your aim is to increase student independence resulting in students taking responsibility for their own learning you will need to develop strategies towards this. Students may rely on the teacher or colleagues more heavily in different stages of their learning.

R Resources/Media. As learning becomes less centred on direct teaching methods there will be increased reliance on learning resources. A variety of media and resources need to be available in order to cater for the wide variety of learning styles and literacies among students.

R Results/Outcomes. The results of a course are not limited to those stated in the course description. There are often unexpected outcomes or results that should be acknowledged, such as the increased reputation of the course, or how many students gain employment after doing the course, or individual gains in confidence and self esteem. Evaluating our courses is not just a matter of ensuring the students and their employers are happy with the outcomes. It's about continuous improvement.

A Assessment/Recognition. It's not only important to ensure assessment is fair, reliable and valid, but also for it to be timely and in a manner that gives each student every opportunity to demonstrate their competence. Reliance on a one-off final examination using a limited range of assessment techniques is not appropriate. Diagnostic, formative and summatives assessments need to be included in the learning design. The formative or feedback process is particularly important to successful learning. Similarly, if students have had prior learning there needs to be a process for recognising their current competencies.

P Pace. When learners are progressing in a group it is important to ensure the pace of learning does not leave some behind, nor inhibit the learning of those who are ready to move on. Whether students are learning in a group or individually, mediating the pace of the learning may be done either by the student themselves, the resources or by a supervising teacher/teacher.

P Purpose/Philosophy. Teachers/teachers often have an espoused theory of teaching and learning which is not reflected in practice. Their beliefs may centre around the development of self-directed learners and yet the system in which they teach/train may encourage them to remain in control of the learning. Identifying gaps between theory and practice is an important step towards creating an effective learning environment.

S Sequence. The sequence of learning indicated by curriculum documents is often a compromise; an attempt to cater for the majority. After identifying essential pre- and co-requisites there is often the opportunity to negotiate learning sequences that allow students to take advantage of current work experience of individual interest. It may also be that some students don't require an entire qualification. They may only need to complete some parts of a course in order to meet immediate learning needs.

GLLADRAPPS

A Practical Tool

The steps for using GLLADRRAPPS are:

1. For each of the eleven elements in the GLLADRRAPPS table ask what it is that you do now (ie. describe your current system) and why it is done this way.
2. Describe how each element of the current system encourages learners to access and make best use of the learning opportunity.
3. Describe how each element of the current system inhibits learners in accessing and making best use of the learning opportunity.
4. Describe how each element of the current system might be changed to further encourage and not inhibit learners in accessing and making the best use of the learning opportunity.
5. Decide how changes in each element may affect other elements in the delivery system.
6. Decide if the changes and their effects are desirable when viewed holistically.

It is highly recommended that this analysis is done in groups rather than individuals. A group will be important in both the accurate analysis of their system, and the decisions on how each element might be changed. It may require a facilitator experienced in critical questioning and challenging of assumptions.

GLLADRRAPPS is only one of many tools that might be used for redesigning the teaching and learning environment. Other packages have been mentioned earlier. However, its advantage is that it allows staff to acknowledge, challenge and value their current practices. It provides evidence of existing good practice as well as potential for change.

Using the GLLADRRAPPS tool is one really practical method to change attitudes, open up teachers/teachers to considering their processes and making changes. It is also important to approach it in a professional manner. You may find it useful to talk to Anne Walsh (see Profile 11 for her contact details) before you implement the tool. She has facilitated many workshop sessions and action groups using it, and has extensive guidelines and suggestions.